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ABSTRACT

The manual outlines information on design and operation of the ESEA (Elementary and Secondary Education Act) Title I Migrant Education Program at the state and local levels. Part I outlines information on the state level: legislative authorization and general responsibilities of the state education agency (SEA); annual program plan and budget; identification of eligible participants; Migrant Student Record Transfer System (MSRTS); fiscal reporting and control of funds; title to, administrative control of, and general policy regarding property; state responsibilities regarding local advisory councils; review and complaint procedures; and application review process and criteria. Covering the local level, Part II provides information on grant application information and assurances; administrative design and function; local parent advisory council; instructional program; supportive services; staff development; information dissemination; local budget component and budget requirements; fiscal reporting and control of funds; title to, administrative control of, and use of property; and evaluation. Part III provides definitions of terms pertaining to the migrant education program. Appendices include samples of various forms, e.g., end-of-project expenditure report, authorization and documentation of enrollment, teletype form, Skills Information System Transmittal Forms, evaluation and needs assessment survey forms, SEA monitoring form, complaint resolution procedure, MSRTS education and medical forms, and monitoring and enforcement plan. (NQA)

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South Carolina Department of Education

Office of Federal Programs

ESEA TITLE I MIGRANT ADMINISTRATION MANUAL
PROJECT PREPARATION AND PROGRAM MANAGEMENT

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PART I

STATE PROGRAM DESIGN AND OPERATION

I. State Program Design and Operation

A. Legislative Authorization and General Responsibilities of the state agency.

1. P.L. 89-10 passed in 1965 by the U.S. Congress provided for the education of disadvantaged children in target areas.

a. P.L. 89-759, the Education Amendments of 1966, provided the authorization for programs designed specifically to meet "the special educational needs" of children of migratory agricultural workers.

(1) The state agency is the "recipient" of the grant, and has administrative and operational responsibilities for ESEA Title I Migrant Education.

(2) Each year states will be given money to "establish or improve, either directly or through local educational agencies, programs of education for children of migratory agricultural workers or of migratory fishermen." [subsection 122(6)(1)]

b. In 1969, Congress amended ESEA Title I Migrant Education by adding "formerly migratory" to the list of eligible participants for the project (P.L. 90-247).

c. P.L. 93-380, the Education Amendments of 1974, added the Family Educational Rights and Privacy Act to ESEA Title I Migrant Education.

d. P.L. 93-380 also provides that programs especially designed for formerly migratory children may be offered.

2. State educational agencies are the eligible grant recipients.

a. "A state educational agency or combination of such agencies may apply for a grant..."

b. The state agency may operate all or part of its programs either directly or through local educational agencies, or by special arrangement with one or more public or private nonprofit agencies.

(1) The state agency has total administrative and operational responsibilities for the ESEA South Carolina State Migrant Program.

3. National Goals. Goals for the national migrant education program, adopted May 1979, are based on legislative mandates to establish or improve supplemental programs of instructional and supportive services for the children of migratory workers in agriculture and fishing. The national goals for migrant education are to be used to assist the states in the development of their individual plans for migrant education, in keeping with the requirements of the migrant program regulations.

a. The national goals as outlined below address specific regulation requirements for:

(1) Specifically designed curricular programs in academic disciplines based upon migrant children's assessed needs [116d.31(4)]

(2) Success-oriented academic programs, career options, counseling activities, and vocational skill training that encourage migrant children's retention in school and contribute to success in later life [116d.31(4)]

(3) Communication skills programs which reflect migrant children's linguistic and cultural backgrounds [116d.31(3)]

(4) Supportive services that foster physical and mental well-being, when necessary for migrant children's successful participation in the basic instructional programs, including dental, medical, nutritional, and psychological services [116d.38]

(5) Programs developed through interagency coordination at the federal, state, and local levels [116d.39(e)]

(6) A component for meaningful migrant parent involvement in the education of their children and in which the cooperative efforts of parents and educators will be directed toward the improvement of the migrant children's academic and social skills [116d.31(6)]

(7) Staff development opportunities that increase staff competencies in the cognitive, psychomotor, and affective domains [116d.31(4)]

(8) A component to properly identify and enroll all eligible migrant children [116d.12, 116d.37, 116d.31(c)]

(9) Preschool and kindergarten programs designed to meet migrant children's developmental needs and to prepare the children for future success [116d.31(a)]

(10) Development, evaluation, and dissemination of information designed to increase the knowledge of:

(a) program intent,

(b) intra- and interstate program development,

(c) contribution of migrants to the community, and

(d) total effect of the program. [116d.31(9)]

(11) The assurance that sequence and continuity will be an inherent part of the migrant child's total education program through:

(a) the development of a system which should facilitate the exchange of methods, concepts, and materials, and

(b) the effective use of the MSRTS component for inter- and intrastate communication in the exchange of student records. [116d.31(7)]

4. State goals. In addition to the national goals which were adopted by all participating states, the state agency has established principal objectives of the state program and also subordinate and performance objectives.

a. Principal objectives of the state program are:

(1) To provide services in a coordinated educational program for migrant students that is supplementary to that offered non-migratory students.

(2) To make students aware of career options other than migratory labor.

(3) To enhance the employability of students who may choose to leave the migrant stream.

b. The subordinate objectives focus on both learner and organizational outcomes which have been identified as needs of migratory children. Performance objectives (provided in support of subordinate objectives) have been formulated to insure adherence at the local level to state-level goals; permit flexibility in planning at the local level; and insure that, within the constraints of local flexibility, consistent evaluation strategies are applied to each type of activity. The subordinate and performance objectives follow.

(1) The student will show measurable improvement in the basic skills of language, reading, and mathematics.

(a) During the interstate (summer) program, students will master an average of two skills per week for each week of attendance in the Power Reading System.

(b) During the interstate (summer) program, students will master an average of two skills per week for each week of attendance in the IMS Mathematics Program.

(c) Students in grades 2-8 who are enrolled in the intrastate (winter) program will achieve mean standard scores that are higher than would be expected for untreated normative sample students. Achievement measures will be obtained from the reading and mathematics subtests of the Comprehensive Tests of Basic Skills.

(2) Five-year-old migrant children will be provided with a preschool and kindergarten readiness program.

(a) Students participating in the Pre-Reading Skills (PRS) program will master an average of three lessons per week for each week of attendance.

(b) Students participating in the Developing Mathematics Processes (DMP) program will master an average of one skill per week for each week of attendance.

(c) The five-year-olds participating in the developmental program activity will gain in awareness of their social and physical environment and in their motor coordination, self-image, and perceptual and cognitive abilities.

(3) Migratory children, who are at least three years old but less than five year old, will be provided with appropriate prekindergarten activities. The three- and four-year-olds participating in the prekindergarten activities will gain in awareness of their social and physical environment and in their motor coordination, self-image, and perceptual and cognitive abilities.

(4) Migratory children who are less than three years old will be provided with day-care services. All children served in this activity will be provided a clean, safe, attractive environment; and opportunity for play, sleep, and rest; a balanced diet; clean clothing; a daily bath and other personal body care (e.g., they will be taught to brush their teeth, etc.).

(5) Each local program will provide a home-school coordinator who will facilitate communication between the school and parents by informing growers, crew chiefs, and parents of the nature of the programs that are serving migratory children.

(6) Each local program will employ migrant parents and other Spanish-speaking persons, where appropriate, to alleviate communication problems that arise due to language barriers. The Spanish-speaking employee(s) and volunteer(s) will interact especially with the very young children to assist them in adjusting to their new physical, social, and educational environments.

(7) Each local program will include the enrichment activities of physical education, health, arts/crafts, and music (including cultural enrichment).

(a) After pre-assessment and placement, 70 percent of the students who participate in art instructional activities will achieve mastery of the skill and/or concept.

(b) After pre-assessment and placement 70 percent of the students who participate in music instructional activities will achieve mastery of the skill and/or concept.

(c) Students participating in a physical education activity will improve their physical skills.

(d) Students participating in a health education activity will improve their health habits.

(8) Programs will be available to provide migratory children with opportunities to participate in career/prevocational or vocational activities appropriate to the students' ages and ability levels. Specific programs and levels of participation will be determined at each center based on local needs and resources.

(a) At least 90 percent of the students participating in a vocational activity will construct "diagrams of job relatedness" for each area in which they pursue specific skills.

(b) At least 90 percent of the students participating in a vocational activity will complete "job application forms" which they will retain for personal use.

(9) Each local program will provide appropriate support services to migrant children. These services will be determined by locally identified priorities and may include dental care, medical care, nutrition, psychological services, guidance and counseling, and others (to be specified).

(a) Each student will be screened for dental, medical and other needs for which the center is contracted to provide support services.

(b) Each student who is identified as being in need will be appropriately served.

5. General responsibilities of the state agency will include duties of both an administrative and operational nature.

a. Those functions defined as administrative are delineated in Subsection 116d.50(d)(1) of the migrant program final regulations issued on Thursday, April 3, 1980.

b. The functions defined as "program functions" are delineated in Subsection 116d.50(d)(2) of the migrant program final regulations issued on Thursday, April 3, 1980.

B. Annual Program Plan and Budget

1. The state agency must prepare and submit an annual program plan to the U.S. Department of Education. The annual program plan must contain information which provides:

a. Date and number of application

b. Federal employer I.D. number.

c. Program number and title.

d. Title and description of applicant's project.

e. Type of applicant/recipient.

f. Type of assistance.

g. Area of project impact.

h. Estimated number of persons benefiting.

i. Type of application.

j. Proposed funding.

k. Congressional districts of applicant and program.

l. Project starting date.

m. Duration of project.

n. Estimated date to be submitted to federal agency.

o. Existing federal I.D. number.

p. Name, title, and signature of certifying representative.

q. Date signed.

2. Program narrative must be provided which includes the following information.

a. The number of children to be served in the catagories of interstate, intrastate, and formerly migratory;

b. Demonstration of the need for assistance;

c. The principal and subordinate objectives by "grade group," for the children to be served;

d. Description of the objectives of and the need for in-service training;

e. The results or benefits expected for migratory children;

f. A plan of action which will show:

(1) Ways the proposed work will be accomplished,

(2) Description of each service to be provided and the needs and objectives that service will meet,

(3) Inclusion of the number of children to be served and the types and numbers of staff to be employed,

(4) Decription of in-service training planned and ways that plan relates to the needs and objectives,

(5) Description of the plan for involving parents and appropriate representatives of migratory children in the planning, operation, and evaluation of the program and projects,

(6) Description of ways the state agency and local projects will consult with parents whose children have been, are being, or will be served by the program in the design, operation, and evaluation of the program,

(7) Description of state and locally funded activities to which migrant children will have access and the provisions that have been made to insure their participation,

(8) Factors which must accelerate or decelerate the work, and the reason for taking this approach as opposed to others, and

(9) Description of unusual features of the project such as design or technological innovations, reductions in cost or time, or extraordinary social and community involvement;

g. For each activity, quantitative quarterly projections of the accomplishments to be achieved in terms of the number of students served;

h. Identification by the state agency of the kinds of data to be collected and maintained, including:

(1) Discussion of criteria to be used to evaluate the results and successes of the project,

(2) Explanation of the methodology used to determine if needs identified in #2 of this section are being met, and if results and benefits in 2f are being achieved;

(3) Description of the design of the evaluation reports from local agencies and the state evaluation report,

(4) Description of the types of information to be collected from other states about the migratory children served, and

(5) The agency's plan for insuring as much continuity of education as possible;

i. List of organizations, corporations, consultants, or other key individuals who will work in the project, along with a short description of the nature of their effort.

3. Information on the geographic location must include:

a. A precise list of project areas (school districts) to be served, and

b. An amendment to the State Plan indicating new or revised geographical data if the information provided in #3 changes from the date of preparation of the State Plan to the date that operating agencies are funded.

4. Other information to be provided includes:

a. A biographical sketch of the program director to include name, address, phone number, background, and other qualifying experiences for the program.

b. A list of names, training, and background for other key personnel engaged in the project.

c. A list of accomplishments to date and a chronological list of accomplishments expected with the new funding grant.

d. An explanation and justification of significant changes in project objectives, location, approach, or time delays.

e. A thorough explanation of requests for changes or amendments.

f. An explanation and justification of budget line items which have been changed more than the prescribed amount, and any effects this may have on the project.

g. An explanation of the reason for supplemental assistance requests (reallocation), and justification of the need for additional funding.

C. Identification of Eligible Participants

1. The state agency will be responsible for identifying all eligible migrant students within the state of South Carolina.

a. A "currently migratory child" is a child (1) whose parent or guardian is a migratory agricultural worker or migratory fisherman; and (2) who has moved within the past 12 months from one school district into another in order to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. This definition includes a child who has been eligible to be served under the requirements in the preceding sentence, and who, without the parent or guardian, has continued to migrate annually to enable him/her to secure temporary or seasonal employment in an agricultural or fishing activity.

(1) An "interstate migrant" is a child who has moved with a parent or guardian within the past 12 months across state boundaries in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agricultural or fishing activities.

(2) An "intrastate migrant" is a child who has moved with a parent or guardian within the past 12 months across school district

boundaries within a state in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agricultural or fishing activities.

b. A "formerly migratory child," as defined by Section 116d.3 of the rules and regulations issued April 3, 1980, is a child who (a) was eligible to be counted and served as a currently migratory child within the past five years but is not now a currently migratory child; (b) lives in an area served by a Title I migrant education project; and (c) has the concurrence of his or her parent or guardian to continue to be considered a migratory child.

c. The designation of migrant status is the responsibility of the state. The state agency shall identify all eligible children according to the definitions listed in 1a through 1b, and each shall be assigned a migrant status (M.S.).

(1) Interstate agricultural migrant--migrant status 1

(2) Intrastate agricultural migrant--migrant status 2

(3) Formerly agricultural migrant--migrant status 3

(4) Interstate migratory fisher--migrant status 4

(5) Intrastate migratory fisher--migrant status 5

(6) Formerly migratory fisher--migrant status 6

2. The responsibility for the identification of eligible participants rests with the state.

a. The state agency is responsible for locating, identifying, and recruiting all eligible migrant children.

(1) Appropriate guidelines will be issued by the state agency to insure rapid and thorough identification of all eligible children.

(2) Operating agencies will cooperate with state personnel in the identification of eligible migrant children.

(3) Operating agencies will employ home-school coordinator(s) to be responsible for locating, identifying, and recruiting all eligible migrant children.

b. The state agency is responsible for verifying the eligibility of all identified migrant children. (See #4 of this section)

c. The state agency may exercise this responsibility (identification, location, and recruitment) either directly or through a local educational agency.

d. The state agency must apply all criteria established by U.S.D.E., in addition to all established state criteria, in the determination of eligibility.

3. The process of identification (ID) includes the following.

   a. Location. All available sources of information regarding migratory agricultural workers or migratory fishermen shall be utilized in the location of potential eligible participants.

   b. Identification. No child shall be considered to be officially identified unless,

      (1) A properly executed identification form is completed on that child;

      (2) Verification of eligibility is determined by standards set forth in #4 of this section (see #4);

      (3) An official determination of migrant status has been made after applying the appropriate criteria; and

      (4) A parent and/or guardian has signed the "Documentation of Migrant Status and Authorization of Enrollment Form," except in the case when a teenage migrant is traveling in the absence of parents or guardians.

   c. Enrollment. Enrollment refers to the process completed in the local school when the child first attends class.

   d. Recruitment. Recruitment refers to the process in which the home-school coordinator works with families, schools, children, and other agencies to insure maximum participation of the learner/participant in the educational program offered at the local school. In order to insure participation of the child, recruitment may require contact with supportive service agencies, other personnel, and school officials.

4. Verification Standards. The state agency shall verify the eligibility information of each identified child by securing the following data.

   a. When (latest date) and where (place of residence) did the parent or guardian move in search of temporary or seasonal employment in agriculture or fishing. This information must be collected on currently migratory as well as formerly migratory students. To be considered eligible as currently migratory, a child must have made such a move with a parent or guardian within the past 12 months either across state boundaries (interstate) or across school district boundaries within a state (intrastate).

   b. The nature of employment must be documented to identify the participant as involved in agricultural or fishing activities.

c. If the occupational status of a child's guardian, rather than that of his actual parents, is used to determine eligibility, the basis for determining guardianship should be indicated.

d. A child seeking employment in agricultural or fishing-related activities who is not in the company of a parent or guardian who has been found to be a migratory agricultural worker or a fisherman, is eligible to receive services under an ESEA Title I migrant project.

(1) In order to serve this child, the state agency must obtain the signature of the home-school coordinator for purposes of certification of eligibility of currently migratory status.

(2) In the case of formerly migratory children who would qualify under this section, the parent's signature giving permission for the child to be considered formerly migratory and to participate in a program of instruction, if applicable, is required. (In addition, formerly migratory children must also meet the criteria listed in e. below.)

e. In order to verify the eligibility of a "formerly migratory child," information collected must include:

(1) The date the child ceased to migrate.

(2) A verification that the child is residing in an area where a Title I migrant project is being carried out and services are being provided to currently migratory children or formerly migratory children, not necessarily including that child.

(3) A signature indicating that the parent gives permission for his/her child to be considered formerly migratory and to participate in programs of instruction under an ESEA Title I migrant project if such are available.

5. Statement of Certification. The home-school coordinator who act as an agent of the state agency and who identifies the child and collects the above-mentioned data as well as other data required by federal, state, and local law, regulation, or policy, must sign a statement of certification which should read essentially as follows.

I certify that the above information was obtained from a parent, guardian, or other responsible person, that it is correct to the best of my knowledge, and that based upon this information and the applicable definitions, the migrant status of the child as indicated is correct. I further certify that the parent, guardian, or other responsible person has been informed of the procedures of the Migrant Student Record Transfer System and the provisions of the Family Educational Rights and Privacy Act.

SIGNATURE: _____
School Worker Completing Form Date

SIGNATURE: _____
Coordinator/Director Date

D. Migrant Student Record Transfer System-MSRTS

1. The legislative authorization and purpose of the Migrant Student Record Transfer System is as follows.

   a. P.L. 89-750 as amended provides for each state's participation in the MSRTS.

      > "That payments will be used for programs and projects (including the acquisition of equipment, and where necessary the construction of school facilities), which are designed to meet the special educational needs of migratory children of migratory agricultural workers or migratory fishermen, and to coordinate these programs and projects with similar programs and projects in other states, including the transmittal of pertinent information with respect to school records of such children." (P.L. 89-750, Section 122.A.)

   b. The MSRTS is the system used by the commissioner of education to determine the number of eligible migrant children in each state for the purpose of funding.

      > "In determining the number of migrant children for purposes of this section, the Commissioner shall use statistics made available by the Migrant Student Record Transfer System or such other system as he may determine most accurately and fully reflects the actual number of migrant students." (Section 843(d), P.L. 93-380.)

   c. The purposes of the MSRTS are to provide:

      (1) An efficient means of transferring school-related data from school to school;

      (2) Accurate and complete health data on each child; and

      (3) A means of maintaining orderly academic and health records for migrant children.

2. The state agency is responsible for the effective and efficient operation of the MSRTS at both the local and state levels.

   a. State agency personnel shall provide training to state staff, local agency staff, and other agency personnel as deemed necessary to insure the effective and efficient operation of MSRTS.

   b. State agency personnel shall be responsible for interstate cooperation and coordination of efforts as may be necessary to maximize the effective operation of the MSRTS on a nationwide basis.

c. The state agency shall employ such personnel as may be necessary to effectively and efficiently operate the South Carolina MSRTS.

3. The state agency shall hire such personnel as may be deemed necessary by the state superintendent to insure effective MSRTS operations in South Carolina.

   a. Personnel may include:

      (1) Teletype terminal operator(s)/clerk typist(s),

      (2) Other personnel as needed either on a part- or full-time basis.

   b. Each applicant for an MSRTS-related position shall follow procedures as specified by the personnel office of the State Department of Education.

   c. Each person hired must be qualified for his position by having appropriate training and/or experience and/or educational background.

4. The process and function of the MSRTS is as follows.

   a. A record series shall be requested on each eligible child identified in the state of South Carolina.

      (1) A record series shall consist of both a "Uniform Migrant Student Transfer Form" and a "Uniform Migrant Student Medical Form."

      (2) Requests shall be made from the state teletype terminal location, and a copy of the record series shall be sent to the school district(s) in which the child is identified or intends to enroll via the data base.

      (3) A record series on each identified child in a school district will be sent to the State Department of Education.

   b. The MSRTS record series is considered the official school record of the child while in South Carolina and should receive treatment as accorded all other official school records of enrolled pupils. The state agency will monitor to see that:

      (1) Records are maintained and updated as necessary by local agencies.

      (2) Other local reports are maintained by local agencies, the same as would be done for any other enrolled pupil in the district.

      (3) Specified procedures as prescribed by the state agency and as outlined in Part II, Section E of this manual are followed by the local agency.

5. The rights and privacy of parents and students are protected by the Family Educational Rights and Privacy Act (FERPA).

   a. P.L. 93-380 established a requirement that protects the privacy of information contained on a record.

      (1) The MSRTS record series and state agency information are subject to these provisions.

      (2) These provisions are known as the Family Educational Rights and Privacy Act (FERPA).

      (3) The FERPA requirements protect all information maintained in any student or school file by the state agency.

   b. The state agency may not release any information which pertains to migrant student records or other personally identifiable data unless there is on file a statement signed by the parent or guardian which authorizes such a release or transfer to authorized personnel.

      (1) A parental authorization form should read essentially as follows.

      I verify that the above information is true. My child has permission to participate in the migrant education program.

      I give my consent for whatever medical, dental, immunizations, and emergency care and related treatment is necessary to protect the health of my child.

      The Migrant Student Record Transfer System has been explained to me. I know my child's records are available for me to see. I understand that these records will be sent to other schools where my child may enroll.

      Signature:_____
      Parent/Guardian Date

      (2) Access to information contained on school records or MSRTS record series is limited to authorized educational representatives.

      (3) Any request for the release of information from the state agency must be done pursuant to provisions established by the state director.

   c. Certain "directory information" may be released by the state agency without prior written approval of the parent/student or guardian provided that the state agency has provided the parent/student or guardian with the required general notices regarding "directory information" as defined by FERPA. Directory information consists of:

      (1) Name, address, and telephone number;

(2) Date and place of birth;

(3) Major field of study;

(4) Participation in school activities;

(5) Dates of school attendance;

(6) Honors and awards; and

(7) Other similar information (e.g., alumni association, height and weight of athletes, honor roll members, information generally found in yearbooks).

d. The release of directory information should conform to the state agency rules on the release of information.

e. In no case should any part of this section be construed so as to countermand or supersede any state or federal law, policy, or regulation which establishes legal criteria for the release of information.

E. Fiscal Reporting and Control of Funds

1. The state educational agency will be the recipient of funds under ESEA Title I Migrant Education.

2. The state agency shall establish adequate standards for the financial management system. The standards include:

a. Accurate, current, and complete disclosure of the financial results of each grant program in accordance with federal reporting requirements.

b. Effective control over accountability for all funds and other assets.

c. Comparison of actual expenditures with budgeted amount for each grant.

d. Procedures for determining allowability and allocability of costs in accordance with EDGAR--Appendix C (Basic Guidelines).

e. Accounting records which are supported by source documentation.

f. Audits to be conducted annually by the subgrantee to determine fiscal integrity of transactions and reports.

g. A systematic method to assure timely resolution of audit findings and recommendations.

h. Grant recipient rules which require subgrantees to adopt all standards listed in a. through g. of this section.

3. The state agency is responsible for processing cash reimbursement forms for local projects.

   a. Cash reimbursement forms received from local projects shall be processed upon receipt if information contained is adequate and appropriate.

   b. The state agency shall review all cash reimbursements to see that the amount being requested is in keeping with the approved application.

4. The state agency shall retain such fiscal records as are required by applicable state and federal laws.

   a. Section 434 of the General Education Provisions Act and Section 100b.477 of the General Provisions Regulations shall apply in this regard.

   b. Records shall be maintained as prescribed by state and federal agencies.

5. Fiscal reports will be prepared and submitted to the U.S. Department of Education as required by law.

   a. A financial status report (OMB 29-R0224) must be submitted twice per grant period.

      (1) The first report is due 60 days after the first six months of the grant award period.

      (2) The second and final report is due 60 days after the close of the grant award period.

   b. If the commissioner requests a copy of an approved application, including any amendment, the SEA shall send that copy within 10 days of the request.

6. The state agency must maintain an accurate accounting of the location of funds for distribution to areas of need at operating agency sites within the state.

   a. To insure an accurate accounting of funds, the state agency shall receive and compile reports as required in Part II, Section I of this manual.

   b. Fiscal records maintained by the SEA will be periodically reconciled with those maintained by the Accounting Section. A systematic process will be employed to resolve any discrepancies found in the reconciliation effort.

7. Monies carried over from previous fiscal years shall be maintained separately from current fiscal year monies.

a. Such carry-over money shall be allocated to approved projects before current year monies are utilized, or at the first date such eligible carry-over monies become available.

b. Any monies carried over from previous fiscal years still on deposit with the state agency shall be returned to the federal government upon expiration.

8. All other applicable laws, regulations, or administrative policies established in federal or state authorizations that pertain to fiscal accounting and control of funds will be followed by the state agency.

9. The state agency shall institute procedures to insure that all local agency reports are received with accurate and complete information.

10. At the close of the approved project, the operating agency shall conduct an audit. Audit programs should be developed in accordance with Generally Accepted Auditing Standards, with due consideration for federal policies governing the use of grant funds as well as state or local policies or procedures.

    a. The audit process should be designed to show that:

        (1) There is proper accounting of funds disbursed by the administrative unit.

        (2) Payments reported by the administrative unit are actually paid to the vendors, contractors, and employees, and that they conform to the applicable laws and regulations, including procurement requirements.

        (3) Refunds, discounts, etc. are properly recorded as revenues to offset the gross expenditures.

        (4) Payments are supported by adequate evidence of delivery of goods or performance of services.

        (5) Obligations reported have been actually incurred during the fiscal year or project period for which the project was approved, and upon liquidation have been adjusted.

        (6) The same item is not reported as an expenditure for two or more years, e.g., an obligation in one year and a payment in another.

        (7) All obligations claimed for federally supported Title I migrant projects are made for properly approved projects and are easily identifiable with these projects.

        (8) State, federal, and local agency rules applicable to equipment records and control are followed.

(9) Costs such as salaries, travel, etc., are correctly prorated.

(10) The sources of funds expended for federally reimbursed projects are stated correctly, and that the same expenditures are not claimed under more than one federal program.

(11) There is proper accounting or prompt return of unexpended or unearned federal funds which were advanced or overpaid.

(12) The audit report reflects outstanding obligations as of June 30 or August 31, whichever the case may be, in sufficient detail so as to permit identification of subsequent payments. Such obligations should be compared with reports submitted by the operating agency to the state agency.

b. The audit report should be properly certified by the auditor to the effect that the procedures used verify and otherwise substantiate his findings. The auditor must adhere to the specific audit considerations from O.E. Guidelines OE-35079.

c. Operating agencies must provide sufficient information for the local auditor regarding the requirements and limitations of the program in order to enable him to certify as to the eligibility of the expenditures reported.

d. The audit report must contain sufficient specific information, so as to permit reconciliation with amounts shown on the records in the state office, and assurance that such reconciliation is actually made.

e. Exceptions reported by the auditor must be brought to the attention of the officials in the state agency who are responsible for the operation of the program, and appropriate adjustments or other administrative actions must be taken by such officials.

f. A copy of each local audit report filed with the Office of Federal Programs will be made available to auditors of federal agencies upon request. To the extent that these reports are complete and adequate, they may be found sufficient to meet the requirements of federal auditors. However, where such reports are found to be inadequate, local project expenditure records must be made available as required to the federal auditors. When necessary, the local auditor will be requested to furnish information from his working papers.

g. Refer to the South Carolina ESEA Title I Administration Manual, "Project Preparation and Program Management," Section XVI (16-61-16-71) for the complete audit process.

F. Title to, Administrative Control of, and General Policy Regarding Property

1. Title to and administrative control of property purchased in whole or

in part with ESEA Title I migrant funds shall be vested in the state agency as the recipient of the grant, as specified in 116d.50(c) of the final rules and regulations.

a. In addition, all requirements set forth in Section 200.83 of Title I Rules and Regulations, Section 124 of the Law, will apply in this regard.

b. The state agency shall maintain accurate records as prescribed on all property utilized by the state agency, and on all property belonging to the state agency which is in the possession of a local agency(ies). Every year, the state agency shall reconcile all property inventories with the property on hand; such a report is to be filed and maintained in state files.

2. The state agency shall not approve an operating agency's request for the purchase of property until the following assurances are met.

a. The request to purchase must be directly related to the objectives which will be accomplished during the period of the proposed project.

b. The equipment will be used solely for migrant children.

c. The application must demonstrate a need for property and show how educational objectives will be achieved by its use.

3. The state agency shall redistribute property on hand at local agencies when, in the determination of the state agency, such property is no longer needed to meet the needs of children of agricultural migratory workers eligible for service under the program.

a. Provisions set forth in Part II, Section J.2.e(2) shall apply in this regard. (Page 51)

b. In the event that a local agency decides not to apply to the state agency for financial assistance for children of migrating agricultural workers, provisions set forth in Part II, Section J.2.e(2) will also apply.

4. The state agency may release the local agency from the property management provisions for property purchased with ESEA Title I migrant funds if:

a. Property is no longer needed to meet the needs of migratory children, or property such as equipment has ended its useful life, such property shall be disposed of in accordance with CFR 45, 100.b.215 and 100.b.216.

b. State Department of Administration requirements must also be met regarding disposition of property.

G. State Advisory Council: State Responsibilities Regarding Local Advisory Councils.

1. Section 116d.12 of the regulations for migrant education states that:

   a. An SEA shall include in its plan a description of how the required state and local parent advisory councils:

      (1) Have participated in the planning of the state's program and its local project; and

      (2) Will be involved in reviewing the operation and evaluation of that approved state program and its local projects.

   b. An SEA shall also include in its plan:

      (1) A description of how the membership of parent advisory councils at the state and operating levels will be selected. If the SEA intends to use a method other than an election by parents of eligible migratory children (e.g., the use of volunteers, selection by program administrators, selection by program teachers), it shall explain why it is necessary to use that alternative method.

      (2) A description of the program's strategy for fostering equitable representation of parents of migratory children of different age groups (preschool, elementary, and secondary) and status groups (currently migratory and formerly migratory).

2. Section 116d.55 of the regulations for migrant education concerns.

   a. An SEA shall describe in its plan its strategy for involving parents, at the operating agency level, in the education of their children.

   b. An SEA shall require each operating agency to:

      (1) Actively solicit parental involvement in the planning, operation, and evaluation of its project.

      (2) Establish and consult a parent advisory council.

   c. The state advisory council will become actively involved in the planning, operation, and evaluation of the state migrant education program.

   d. General council requirements are as follows.

      (1) Each state and operating agency parent advisory council must be composed of people who know the needs of migratory children.

(2) To the extent possible (considering factors such as the duration of the project or the continuing availability of council members), the membership of each council must be elected by parents of eligible migratory children.

(3) A majority of the members of each council must be parents of children who are being served or who are eligible to be served.

(4) An SEA and each operating agency shall give its parent advisory council the responsibility for advising it with respect to the planning, implementation, and evaluation of the state program or the local project, whichever applies.

(5) An SEA and each operating agency shall provide, without charge, to its parent advisory council and, upon request, to each member of its parent advisory council, a copy of the Title I migrant education statute and any applicable federal or state regulations or guidelines.

(6) An SEA and each operating agency shall provide, without charge, to its parent advisory council any report resulting from federal or state auditing, monitoring, or evaluation of the state program or the local project, whichever applies.

(7) An SEA and, to the extent possible, each operating agency shall provide a program for training the members of its advisory council to carry out their responsibilities. The training program:

(a) Must be planned in full consultation with members of the parent advisory council.

(b) Must provide each member of the advisory council with appropriate training materials.

(c) May be supported by migrant education funds, including the expenses associated with the attendance of members at training sessions.

3. Membership of councils will be as follows:

a. The state migrant advisory council will consist of thirteen (13) members.

(1) Membership will consist of operating agency personnel, supportive services personnel, growers, and parents of migratory children (the majority of the members will be parents of migratory children).

(2) Membership will be recommended by the state migrant supervisor, and appointment of members will be made by the state superintendent of education.

b. Membership of the local migrant advisory council (summer program) will be appointed by the program directors.

c. Membership of the local migrant advisory council (regular program) will be elected by migrant parents.

H. Review and Complaint Procedures

1. Section 116.6 of Title I Rules and Regulations requires that the state educational agency shall establish procedures for investigating complaints alleging violations of Title I or the regulations for that Title, including:

   a. Procedures to carry out Section 425(a) and (c) of the General Education Provisions Act and 116.5(c); and

   b. Procedures for resolving the complaints of parents and other individuals and organizations, including:

      (1) Specific time limits for investigation and resolution of complaints, not normally to exceed 60 days;

      (2) An opportunity for the complainant to present evidence to that state educational agency; and

      (3) Dissemination of information concerning procedures under this paragraph to interested parties, including parent advisory councils.

2. Section 116.7 of Title I Rules and Regulations requires that the state educational agency shall report to the commissioner on the disposition of all complaints filed and reviewed pursuant to the procedures developed under Section 116.6. Reports shall be made as follows.

   a. Interim Reports. In any case, where the complaint has not been fully investigated and resolved by the expiration of a 60-day period, the state educational agency shall report, at that time, the substance of the complaint to the commissioner, along with an explanation of its status.

   b. Final Reports. In the case of a complaint which has been fully investigated, the state educational agency shall submit a report to the commissioner which includes at least:

      (1) The substance of any allegation and the name of the individual citizen, private organization, or local educational agency making the allegation;

      (2) A summary of the results of the investigation and any hearings held concerning the allegations; and

      (3) A statement of the disposition of the complaint by the state educational agency, giving the reasons for such disposition.

c. Copies of the reports. The state educational agency, upon sending its report to the commissioner, shall send copies thereof to the appropriate applicant agency and the complainant.

3. For an explanation concerning complaints which result from the implementation of an approved project check pages 11-59 of the South Carolina ESEA Title I Administration Manual, "Project Preparation and Program Management."

I. Application Review Process and Criteria--Announcement of Application Approval

1. The application review process used by the state agency to review applications from LEAs will consist of:

   a. A review of the entire application by the state migrant supervisor.

   b. A review of instructional and supportive activities by appropriate SDE staff members. Findings are reported to the state migrant supervisor.

   c. A review of the application by the Office of Finance. Findings are submitted to the state migrant supervisor.

2. If the application is unacceptable, the state migrant supervisor:

   a. Will contact the appropriate LEA person regarding the discrepancies.

   b. Will request that the LEA submit the necessary information to clear up the discrepancies.

3. After reviewing the revised applications:

   a. The state migrant supervisor will recommend approval of the application to the chief supervisor.

   b. The chief supervisor will then review the application and submit it to the director for approval. Approval letter(s) sent to the LEA(s) will specify period and level of funding.

4. General criteria used by the state agency for approval of local applications will include a review for:

   a. Compliance with all laws, rules, and regulations, both state and federal.

   b. Compliance with all applicable rules and regulations of the state agency.

   c. Compliance with the provisions of the State Plan for Migrant Education.

d. Compliance with the application format.

e. Overall effectiveness of instructional and supportive service activities as judged by SDE personnel.

f. Accuracy of all requested information.

g. Overall efficiency of project design, keeping in mind costs vs. benefits.

5. The state migrant supervisor may recommend changes to the project application for the overall project design if he judges that the project components could be delivered to the students in more effective and/or efficient manner.

6. Section 116d.12(b)(2) refers to priority service groups.

   a. Eligible interstate and intrastate migrant children, ages 5-17 inclusive, within a school district shall receive a priority rating with respect to:

      (1) Design of instructional programs and provisions of services from a local agency.

      (2) Design of a program of supportive services and provision of services from a local agency.

   b. Children who are classified and eligible as formerly migratory may participate in programs designed for learner participants under a. and b., or may participate in programs designed exclusively for formerly migratory children, if:

      (1) Their participation will not prevent the participation of currently migratory children nor dilute the effectiveness of programs offered for these children.

      (2) There is on file current valid documentation of each formerly migratory child's eligibility status.

      (3) There is on file the signature of the parent or guardian indicating consent to the participation of each formerly migratory child.

      (4) This signature is to be obtained annually and not to be dated earlier than 12 months prior to the beginning of the child's participation.

   c. Programs of instruction for preschool children will be third on the priority rating.

      (1) These programs are limited to children under the age at which public education is provided under state law.

(2) Programs of instruction for preschool children must be comprised primarily of activities designed to increase the child's readiness for instruction in academic skills and not merely for custodial purposes.

(3) Programs must be conducted by a person qualified under state law to coordinate activities as specified in (2) above.

II. Local Program Design and Operation

A. Grant Application Information and Assurances (Required)

1. Each application for assistance submitted for approval to the state education agency from ESEA Title I migrant funds must include the following information:

   a. Name of applicant agency, address, and telephone number;

   b. Descriptive name of the project;

   c. Federal catalog number (pre-printed);

   d. Amount of federal funding requested;

   e. Grantee type (pre-printed);

   f. Type of application request (pre-printed);

   g. Type of assistance (pre-printed);

   h. Description of the population directly benefiting from the project; and

   i. Congressional district(s) in which the project will take place.

2. The following information concerning the estimated length of the project should also be included on each application.

   a. Beginning date of project;

   b. Date of application;

   c. Name, title, and signature of authorized representative signing the application; and

   d. Name and telephone number of the LEA contact person.

3. Each application submitted to the state educational agency for approval must include an adequate description of the areas to be served, including adequate assurances that migrant project applicants (MPAs) have made plans to coordinate sources with public and private nonprofit agencies for providing services to the migratory pupil population.

4. Each local project application must include detailed numbers of the migratory children anticipated to be enrolled in the project according to the following breakdown.

	Day Care	Pre-K	Elem.	Sec.	Total
Interstate					
Intrastate					
Five-Year Provisional					
Totals					

a. Children eligible to receive services under the Act are as follows:

"Currently migratory child" is a child who has moved with a parent or guardian within the past twelve months across a school district boundary or boundaries so that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity. In those cases where the school district boundary coincides with a state boundary, a "currently migratory child" is a child who has moved with a parent or guardian within the past twelve months across a school attendance district boundary in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity.

b. Upon identification of an eligible child, a determination must be made that he/she is a child of either:

(1) an interstate agricultural worker; or

(2) an intrastate agricultural worker; or

(3) someone who once was either classified under (1) or (2), but has ceased to migrate within the last five years and now resides in an area where a project is being operated; or

(4) an interstate fisher; or

(5) an intrastate fisher; or

(6) a migratory fisher who was once classified as (4) or (5), but who, within the last five years has ceased to migrate and now resides in an area where a project is being operated.

5. Each local project application must include signed documentation to include the following:

a. HEW form No. 441, Assurance of Compliance with the U.S. Department of Education under Title VI of the Civil Rights Act of 1964,

b. Protection of Human Subjects Certification.

c. Adequate assurances that Title IX Assurance is on file with the Division of Equal Education Opportunities, and

d. Memorandum of Agreement.

B. Administrative Design and Function

1. The administration component of a local project must be designed to provide for:

a. Preparation and design of a local project application.

b. Preparation of a budget for the project.

c. Application and adherence to all applicable federal, state, and local laws, as well as policy developed by the Office of Federal Programs.

d. Leadership for the project in the person of a project director.

e. Direct monitoring of project staff to insure that instructional activities being used are appropriate to the learner need.

f. Maintenance and retention of records (as outlined in General Education Provisions Act, Section 434) such as:

(1) MSRTS student records and identification forms (Section 434-GEPA);

(2) Fiscal records, claims, ledgers, etc. to meet the requirements of Part II, Section I;

(3) Local advisory council meeting minutes;

(4) Other applicable documents, records, inventories, etc.

g. Coordination of the local ESEA Title I migrant project with other available community resources as required by P.L. 89-750.

h. Complete and accurate fiscal control and accounting of all ESEA Title I migrant funds throughout the course of the project.

i. Timely submission of all required reports, fiscal, evaluation, and others as may be required from time to time (see Part II, Section I).

2. Selection of staff to carry out the administrative functions must be done in accordance with state laws and local policy. Personnel employed in the positions might include a project director, who is the person responsible for directing the project. Following is a listing of the minimum responsibilities established for the project director.

a. Assist in the location, enrollment, and recruitment of pupils and determine appropriate numbers.

b. Make an assessment of instructional and supportive needs.

c. Develop goals and objectives based upon needs.

d. Develop in-service training programs for teachers, aides and supporting personnel.

e. Determine educational priorities in keeping with the State Plan.

f. Act as a public relations agent by promoting county and community acceptance of educational programs for migratory children.

g. Promote rapport and coordination between the school and the migrant community.

h. Promote coordination between local, state, and federal agencies to secure and implement services from all available sources for migratory children, i.e., USDA for lunch programs, public health services, migrant ministry, OEO, church day-care centers, etc.

i. Assist in the planning, designing, implementing, monitoring, and evaluating of the migrant education program, making certain that programs are developed around state agency education priorities and objectives for migratory children from preschool through high school.

j. Attend state and regional meetings of migrant program personnel.

k. Provide services for migratory children who are in the local educational agency during the spring and fall when regular school is in session, making certain that they receive services from the regular school program and that migrant funds provide supplementary services.

l. Submit all project applications to the state educational agency for funding.

m. Maintain an inventory of all equipment purchased with Title I migrant funds, as required in Section K.

n. Supervise the transfer of students' records.

o. Disseminate information concerning the program.

p. Supervise the expenditures under the program to make certain that the local educational agency is supplementing and not supplanting other funds.

q. Assure that materials and tests used in the program are suitable for the children being served.

r. Submit evaluation reports to the state agency not later than ten days after the end of the program.

s. Prepare forms and reports as required by the state migrant supervisor.

t. Assist in the selection and hiring of project personnel.

u. Supervise the overall operation of the project.

v. For additional responsibilities, refer to SDE form number 24-047a-03.

w. Organize and implement local parent advisory council activities.

3. Payment of a project director from ESEA Title I migrant funds is subject to the provisions set forth in Section XVI-Fiscal Administration, pages 16-41 and 16-42 of the ESEA Title I Administration Manual--Project Preparation and Program Management, South Carolina Department of Education, Office of Federal Programs.

C. Local Migrant Advisory Council (LMAC)

1. Local education agency councils will advise on activities for:

a. Summer program (refer to the most recent State Plan).

b. Regular school programs (refer to the most recent State Plan).

2. The local education agency has the responsibility to carry out the operation of the council as proposed in the State Plan.

3. Direct payment of LMAC members is prohibited. However,

a. Members may be reimbursed for expenses incident to a meeting, excluding loss of wages or salary. Associated lodging and per diem costs are also approvable.

b. Members may also be reimbursed for expenses incident to meetings related to local parent advisory council staff development, excluding loss of wages or salary. Associated lodging and per diem are also approvable.

4. In selecting a site for LMAC meetings, the local project director should give preference to a cost-free or low-cost facility which would serve to meet the needs of the group.

5. Records of the meetings should be maintained in the local project files and should be available for inspection by the state agency.

6. The local parent advisory council should coordinate with the state migrant advisory council (SMAC) and may participate in its staff development.

   a. The LMAC will coordinate activities whenever possible with the SMAC.

   b. LMAC members may participate in staff development activities conducted and/or sponsored by the state agency.

D. Instructional Program Design

1. The instructional program design of the local agency's summer project must reflect methods and approaches which are designed to meet the "special educational needs" of the migrant child. The instructional program design must also include:

   a. Measurable objectives in each area of instruction;

   b. Detailed descriptions of what will be done to meet these objectives;

   c. Adequate description of strategies and resources to be used for implementation;

   d. General timelines for each activity;

   e. Method(s) of evaluation;

   f. Philosophy and management procedures as stated in the State Plan and reinforced in the state in-service workshop.

2. In addition to a. through f. regular year programs must also include a detailed description of how the ESEA Title I migrant program will supplement existing programs available through other federal, state, or local funding sources and how this supplemental program will help to meet the "special educational needs" of the migrant child.

3. Personnel selected for the program should have competencies which will help them in meeting the "special educational needs" of the migrant child. In addition, professional personnel:

   a. Must be qualified to teach the area to which they are assigned and meet the certification requirements set forth by the state of South Carolina in that area.

   b. Should have sensitivities to teaching and/or working with children of a migratory agricultural or similar background.

   c. Should possess a knowledge/understanding of the language and cultural background of the learner/participant.

4. In addition to the applicable provisions listed in #3, non-certified personnel (including teacher aides) should:

   a. Be at least a high school graduate and preferably have some college training.

   b. Either have necessary skills or be willing and able to be trained in the acquisition of those skills which will help the project meet the "special educational needs" of the migrant learners.

   c. Be thoroughly conversant, where possible, in the primary or home language of the learner/participant.

   d. Receive adequate training through in-service workshops in their assigned areas.

   e. Be trained according to the specific staff development plans set forth in the approved local application.

5. The hiring of other instructional staff (Spanish language resource person) to meet the objectives set forth in the project must meet the following requirements.

   a. Prior written approval from the state agency must be obtained or either be included in the approved project application if funding for such activities is to come from ESEA Title I migrant education funds.

   b. No contracts may be entered into by the operating agency for delivery of instructional services to be paid with ESEA Title I migrant funds unless all applicable provisions of state and federal laws are specified, and the operating agency has in writing from the state agency, either the approved application for assistance or under separate cover, prior approval for this action.

6. The hiring of staff by an operating agency for this program should reflect:

   a. A system of "phasing on" and "phasing off" of staff, designed to assure a pupil/teacher ratio which will be effective in meeting the special educational needs of the learner/participant and which will also be prudent from a standpoint of costs vs. benefits.

   b. Practices which will comply with all applicable state and federal regulations regarding nepotism.

7. Records should be maintained and retained as follows.

   a. The local project must carefully maintain records on each child's instructional progress, as specified by state law.

b. The Privacy of Records Act (P.L. 93-380, Section 568) applies to all school records of migratory children, and care must be exercised to see that the provisions of this act are met. Records must be retained on school property.

(1) Parents should be informed that it is their right to see their child's record, if they so desire.

(2) Parents must also be informed of the process necessary to review such records.

(3) The notification to parents of the Family Educational Rights and Privacy Act (FERPA) as it relates to MSRTS should be signed by parents and maintained on file by the LEA. The form should read substantially as follows:

PARENTAL AUTHORIZATION:

I verify that the above information is true. My child has permission to participate in the migrant education program.

I give my consent for whatever medical, dental, immunizations, and emergency care and related treatment is necessary to protect the health of my child.

The Migrant Student Record Transfer System has been explained to me. I know my child's records are available for me to see. I understand that these records will be sent to other schools where by child may enroll.

_____

Signature Date

8. The rights and privacy of parents and students are protected by law.

a. P.L. 93-380 established a requirement that protects the privacy of information contained on student records.

(1) MSRTS records are subject to these provisions.

(2) Before transferring student information from one school to another, a signed permission statement from the parent and/or guardian must be obtained.

(3) No information may be transferred or otherwise released unless said written permission is on file with the state agency.

NOTE: The printed statement (in (4) of #7 above) when signed by the parent or guardian, will meet the state agency requirement regarding transfer of information via the MSRTS

(4) Access to information contained on school or MSRTS records is limited to those persons discussed in P.L. 93-380 as authorized educational representatives.

(5) Any request for release of information must be processed pursuant to local agency rules on the release of confidential data. (For more information, see Part I.)

b. Certain "directory information" may be released without prior written approval of the parent/student provided that the local agency has provided the parent/student with the required general notices regarding "directory information." As defined in FERPA, directory information consists of:

(1) Name, address, and telephone number;

(2) Date and place of birth;

(3) Major field of study;

(4) Participation in school activities;

(5) Dates of school attendance;

(6) Honors and awards; and

(7) Other similar information (e.g., alumni associates, height and weight of athletes, honor roll members, information generally found in yearbooks).

c. Release of directory information must conform to local agency guidelines and procedures. In no case should any part of the section be construed so as to supersede or relax any local policy, state law, or federal law.

d. Each operating agency, as one of its responsibilities, must maintain student records. The MSRTS Uniform Migrant Student Record Form is the form specified for the maintenance of such records. Any other records maintained locally by the operating agency are subject to the provisions of South Carolina law affecting such records, and P.L. 93-380, Section 568, regarding privacy of records.

e. MSRTS records and signed "identification forms" must be retained by the local project on all migratory children enrolled for a period of five (5) years from the date the final expenditure report for the project in question is submitted to the state agency. Records should be stored in the same manner used for storage of all other local school records.

9. Other areas which might be included in an instructional program are as follows.

a. Purchase and/or lease of equipment. The purchase and/or lease of equipment with ESEA Title I migrant funds is permissible under the following conditions.

(1) Any purchase and/or lease of equipment for an approved local project must aid in the accomplishment of the instructional objectives specified in the project description.

(2) Any such purchase and/or lease of equipment must be well delineated in the plans for the approved operating agency's project; or must have prior written approval from the state agency.

(3) Title to, and control of, and use of such property will follow all applicable laws and regulations as set forth in Section J of Part II. (Page 51)

(4) Any lease of equipment or other contractual arrangement for the temporary possession of equipment for the purposes of the project can be paid with ESEA Title I migrant funds only for the period of time for which there is reasonable promise that migrant pupils will have the use of such equipment.

b. Pupil transportation. Transportation charges may be paid with ESEA Title I migrant funds for field trips which relate to the accomplishment of the instructional objectives set forth in the approved operating agency's project application. (See Supportive Services Design, Part II, Section E.)

c. Rental of textbooks.

(1) Rental of textbooks with ESEA Title I migrant funds in a summer project is unallowable unless such rental is part of a comprehensive program designed to meet the special educational needs of the migrant child, is related to stated instructional objectives, and the intent to rent such textbooks is clearly spelled out in the approved operating agency's application.

(2) Rental of textbooks for a fall ESEA Title I migrant project is allowable only to the extent that:

(a) Such textbooks must be substantially different from the textbooks used by the nonmigrant population;

(b) They must supplement the offerings of the special educational needs of the migrant child in a way that the textbooks used for the nonmigrant school population could not; and

(c) Any such rental paid with ESEA Title I migrant funds on behalf of migrant pupils must be prorated for the period of the use of such textbooks.

d. Purchase or lease of filmstrips, media, and other related items (software).

(1) The purchase or lease of such items is allowable if it is directly related to the accomplishments of state instructional objectives.

(2) The intent to purchase or lease such items must be clearly delineated in the operating agency's application or prior written approval must be obtained from the state agency.

10. Applicant agencies designing a project must also:

a. Furnish other relevant information requested in the project application regarding instructional staff.

b. Abide by all state, federal, and local laws in the hiring and selection of such staff.

c. Make adequate assurances that program priorities as established by the state agency are met in instructional program design.

(1) The interstate and intrastate migratory children, either agricultural or fishing, shall receive a first priority rating. Programs of instruction must be designed to meet the special educational needs of these groups of children.

(2) Formerly migratory children--agricultural (MS-3) or fishing (MS-6)--may be served by a project if conditions listed in Part I (State Program Design and Operation), Section C of this manual are substantially met.

11. Career education services may be included in local project designs and should include:

a. Well-delineated plans for a career education program, including measurable objectives, resources, and strategies to be used for implementation.

b. A description of how the career education program will assist in meeting the instructional program objectives, keeping in mind:

(1) The cost/benefit nature of the program, and

(2) The feasibility of implementation with all age groups.

c. Any changes made against the ESEA Title I migrant program for a career education program must be recorded in the instructional object class category of the project budget approved by the SEA.

E. Supportive Services Design

1. The design of a program of supportive services must contain a description of how the services to be provided will enable school-age children to participate more effectively in instructional services that are designed to bring about an improvement in education performance. Applicable provisions in federal, state, and local laws must be followed by the local educational agency in the provisions of these supportive services.

2. Those areas known as supportive services which must be included in the designs of local projects are as follows.

a. Medical treatment.

(1) The students in an ESEA Title I migrant project will receive necessary first-aid medical treatment, as well as medical screening at the operating agency. Emergency referrals will be made to doctors and/or other agencies as needed. Records of all services performed will be forwarded to the appropriate person designated by the operating agency so that information may be entered on the MSRTS records.

(2) Dental service will also be rendered to every child in cooperation with local health agencies. Resulting information will be entered on the MSRTS form in the appropriate manner. Referrals will be made to doctors and/or other agencies for children identified as needing emergency dental treatment.

b. MSRTS. The local educational agency must agree to fully participate in the MSRTS. Furthermore, the applicant agency must include assurances that any and all official communications, transfer of records, and information requests regarding a pupil's MSRTS record will be quickly responded to. (For information on the Family Educational Rights and Privacy Act, see #8 of D in this section.)

(1) The MSRTS record clerk must attend at least one MSRTS staff development session provided by the staff of the state agency.

(2) The MSRTS record clerk will maintain all migrant student transfer records on a continual basis and with an expected accuracy of 100 percent of all updates performed.

(3) The MSRTS record clerk will perform MSRTS records maintenance functions on a priority basis; all other office

duties, if any, will be performed as time permits.

(4) The MSRTS record clerk will provide all appropriate migrant student transfer records to the classroom teacher, the school nurse, and any other authorized school personnel who might have need of the records.

(5) The MSRTS record clerk will send all updated migrant student records to the MSRTS terminal operator at the SEA no later than two (2) working days after the migrant student has left the school during the funded project period. After the termination of a funded project, the period for completing all migrant student transfer records shall be no longer than one (1) working week.

c. Refer to the record clerk activity in the LEA project application for a complete description of responsibilities.

3. These areas known as supportive services which may be necessary in local project designs include:

a. Pupil Transportation. Summer projects may include a charge against the Title I migrant program for transportation if such transportation is necessary to transport the pupil to the school site.

(1) Pupil transportation costs will be the state's established rate for the program year.

(2) Pupil transportation charges may not be charged against the Title I migrant program during a regular term school project.

(3) All pupil transportation laws and policies of the state of South Carolina must be followed in the provision of transportation services to migratory children.

b. Clothing. Each Title I migrant project should be cognizant of the unique needs of the migrant child, including such things as clothing; however,

(1) Clothing may be charged against a Title I migrant grant only after conditions set forth in program guides 60, 60A and 60B are met. (See Appendix.)

(2) Documentation of the need for such clothing must be completed before such purchase and should include:

(a) A signed statement by the parent indicating the need for the clothing,

(b) A signed statement by the project director or other

responsible school official indicating the apparent need for the clothing items to be purchased, and

(c) A statement verifying that all other sources of obtaining such clothing have been exhausted (i.e., local churches, nonprofit agencies such as United Way, etc.) without suitable results.

c. Nutrition. The operating agency should insure that all students will receive a nutritionally well-balanced lunch. Whenever resources are available, operating agencies are strongly encouraged to offer breakfast and snack programs.

(1) Title I migrant funds cannot be used to pay for meals except when sufficient documentation exists that there is no other source which can provide them.

(2) Available federal, state, and local resources must be outlined and adequate assurances given that these resources will be used in the provision of food services. All excess cost must be documented.

4. Other supportive services expenditures may include the purchase of expendable supplies, equipment and travel.

a. Supplies necessary for medical services normally offered during a summer project may be purchased with ESEA Title I migrant funds provided that:

(1) Such supplies are kept separate from those purchased by the local school district, and that they are used only for migratory children, and

(2) Such supplies for treatment and/or other applications are used only by staff qualified to use such supplies.

(3) Supplies necessary for medical services offered during the regular Title I Migrant project cannot be purchased with Title I migrant funds if the services to be performed are the same as those performed to/for the nonmigrant pupil population. Only if supplies are necessary to perform services not normally offered to/for the nonmigrant population of the school district, or if they result from conditions unique to the migrant pupil is the charging of such supplies to a Title I migrant program allowable.

b. Purchase of equipment to carry out a supportive service function is allowable if:

(1) There is prior approval on file from the state agency, or it is included in the project application.

(2) There is documented need for the equipment.

(3) For additional information, see all applicable provisions of 45 CFR, Part 115, and the General Provisions for Programs regarding Title I and administrative control of equipment purchased in whole or in part by ESEA Title I migrant funds, and applicable section of Part 116 of Title I Rules and Regulations. (See Section J, "Title to, Administrative Control of, and Use of Property.")

c. Travel. A reasonable amount of travel is allowable in the performance of the supportive services program function. However, such travel:

(1) Should be prudent from a standpoint of costs vs. benefits; and

(2) Should be allowed only for those persons who could reasonably be expected to travel in the performance of their job functions.

5. Personnel selected to perform the supportive services program functions should possess competencies which will enable them to successfully accomplish their tasks.

a. Selection of personnel should meet minimum requirements established by law, or as necessary to meet objectives set forth in the application.

b. Personnel selected should be sensitive to the migrant child and his/her family and be able to work well with people of differing backgrounds.

c. The MSRTS clerk and nurse must be familiar with or willing to be trained in the proper use of the Migrant Student Record Transfer System.

d. In direct contact situations, where personnel will have direct contact with parent and child, it is desirable that, to the extent possible, personnel selected reflect the language and cultural background of the specific population being served.

6. Hiring of staff by an approved operating agency for purposes of this program should reflect a system of "phasing on" and "phasing off" of staff designed to provide services consistent with the changing numbers of learners/participants throughout the course of the project, and reflect economical operation of the project from a standpoint of need vs. benefits.

F. Staff Development Design

1. The design of the operating agency in the area of staff development must include a description of the ways that proposed staff development will relate to the accomplishment of the operating agency objectives. The design must include:

a. Descriptions of the strategies for implementation of the staff development activities.

b. A list of dates when the proposed activities will take place.

c. A list of project personnel who will participate in the staff development activities.

d. A description of the method of evaluation to be used in determining the effectiveness of the staff development.

e. Specific plans for the training of education aides hired for the project.

f. The objectives set forth in the State Plan.

2. Certain staff development activities are required of Title I migrant project personnel. These include:

a. MSRTS. Attendance of the MSRTS record clerk during at least one day of the state agency sponsored workshop and/or operating agency workshop approved by the state agency is required. (See b. of #2 of Section E, Part II.)

b. State sponsored project submission conferences. Attendance for agencies interested in submitting application is required. A review of administrative and fiscal control procedures will be included.

c. Training of education aides hired by the local projects. Locally, or in conjunction with the state agency, a plan must be included for a coordinated program of training in which the aides will participate together with the professional staff whom they will assist.

d. Other area or statewide workshops of conferences (Eastern Stream or National) may be required from time to time in project application criteria, or by the state agency.

3. Payment of Title I migrant funds may be authorized by the state agency for the training of persons identified in b. below if:

a. Such training will be directly related to the services such persons will perform during the same year, and in conjunction with an approved operating agency project.

b. Eligible persons:

(1) Title I migrant staff members, parent council members, and volunteers who are engaged to perform specific services related to the local project;

(2) Non-Title I migrant staff specialists, who will be dealing solely with migrant children, and regular classroom teachers of such children; and

(3) The principal of a school for which an ESEA Title I migrant project has been approved.

4. The personnel selected to conduct staff development activities at an operating agency project should reflect special competencies which would enable them to meet the identified needs of personnel to be trained.

   a. The payment of personnel necessary to conduct staff development activities is authorized only if clear provisions for the same are included in the project application, or if written approval is given by the state agency prior to the delivery of services.

   b. It is encouraged that state agency staff be used to conduct staff development activities unless the LEA has properly qualified staff to conduct such training.

   c. The cost/benefit factor should be considered in any staff development activities at an operating agency, with respect to the need.

   d. Any money paid a project director cannot add to the amount he/she presently earns for the performance of contracted duties unless new responsibilities are added which are completely outside the scope of the contract.

5. Expenses for staff development may be paid out of Title I ESEA migrant funds. These may include:

   a. The cost of travel to and from an approved staff development activity (approval status indicates either an activity clearly defined in an approved application, or approval in writing from the state migrant supervisor).

   b. Salaries for the day(s) of local staff development activities.

   c. Substitute pay when staff members are required to be involved in a staff development activity on assigned work day(s).

G. Dissemination of Information

1. The dissemination of information plan included in the local project application should reflect a sincere attempt and willingness to communicate freely to the migrant community, other projects, and the community at large about the overall project. Special attention should be given to areas in the project where activities/programs are planned which might be considered exemplary and capable of replication. Specifically:

   a. Each center director will prepare a plan for publicizing the migrant education program at his center. As a minimum, the plan will include:

(1) A news release describing the Migrant Student Record Transfer System,

(2) At least one news release of program activities in local and/or statewide newspapers, and

(3) At least one open-house program for migrant parents, growers, community agencies, and the general public.

b. Other suggested dissemination techniques are:

(1) Appearances on television programs and radio spot announcements,

(2) Brochures describing the LEA migrant education program, and

(3) Presentations at workshops.

2. The hiring and payment of staff for information dissemination with ESEA Title I migrant funds is not allowable. Local project personnel should be assigned these responsibilities as a part of the overall instructional or supportive program as they relate to instructional or administrative functions.

3. If, in the judgment of the LEA, it has developed and implemented an exemplary program it should contact the SEA. If SEA consultants, after having reviewed the program for both its exemplary nature and its ease of replication at other program sites, concur with the LEA, plans will be made to encourage such replication.

4. Provisions set forth in Section 116.45 of Title I Regulations regarding public information will also be a part of dissemination requirements of the local agency. (See Appendix.)

H. Design of the Budget Component and Budget Requirements

1. Each LEA project application must contain a budget which reflects the goals and scope of the project. The total budget must be presented in the following major object cost categories. (See application form.)

a. Instructional Services

(1) Personnel

(a) Teachers' salaries

(b) Teacher aides' salaries

(2) Fringe benefits

(3) Equipment (list singly)

(4) Instructional supplies

(5) Total amount requested for instructional services

b. Supportive Services

(1) Personnel

(a) Home-school coordinator

(b) School nurse

(c) Record clerk

(d) Bus drivers

(e) Custodians

(2) Fringe benefits

(3) Supplies

(4) Contractual

(5) Other (please specify)

(6) Total amount requested for supportive services

c. Staff Development

(1) Personnel

(a) Teachers' salaries

(b) Teacher aides' salaries

(c) Other salaries (please specify)

(2) Fringe benefits

(3) Travel

(4) Supplies

(5) Contractual

(6) Other (please specify)

d. Grand Total Expenditures

2. The budget total in each category must represent justifiable costs of the instructional program, related supportive services, and staff development activities.

3. Budgets may be amended and revised as follows.

   a. Any change in the budgeted figures from one cost category to another must have prior approval in writing from the state agency. It is unallowable to eliminate any individual cost category or any individually approved item within a cost category without first obtaining authorization from the state agency. (Reference I. Fiscal Reporting and Control of Funds #3 b. and c.)

   b. An approved budget may be revised only after obtaining authorization from the state agency.

4. Any requested budget amendment must be made in writing to the state migrant supervisor, with adequate assurances that:

   a. The budget amendment request is justified in terms of the objectives of the project and the number of pupils being served.

   b. The requested amendment will be used to accomplish a part of the approved local project.

I. Fiscal Reporting and Control of Funds

1. Control of funds must always be vested in a public agency in accordance with the rules and regulations applicable to Title I and Title I migrant education.

2. Reimbursement procedures as prescribed by the state agency will be followed by operating agencies when submitting requests for cash. Refer to the South Carolina ESEA Title I Administration Manual--"Project Preparation and Program Management," Section XVI, Fiscal Administration.

3. Authorization to obligate funds is given to an operating agency at the date specified in the letter of approval from the state agency; no further obligations or encumbrances may be made against any unencumbered or unobligated funds after the official closing date of a project as specified in the approved application.

   a. Operating agencies may obligate funds for the purchase of necessary supplies, materials, and incidentals as of the official date of approval of the application if provision for such is made in the application.

   b. Major program revisions such as ones which would cause the approved project to begin operations before the officially listed beginning date of the application, or significantly alter the scope of the proposed project in any manner, are not allowable except under the following conditions.

(1) The need for major revision of the program must be well documented in writing, and must include information as to:

(a) Reason for change;

(b) Estimated budget impact, by item; and

(c) Expected increase or decrease in needs or benefits to migratory children.

(2) A request to amend the project must accompany the documentation requested in (1) above and must be sent in writing to the state agency. Only after state approval may project changes take place.

c. In the case that events beyond the control of the operating agency force closing a project prior to the official closing date listed on the approved application, such project will be considered officially closed at the time that:

(1) The services offered by the operating agency are no longer needed to meet the special needs of the migratory child because of the early departure date of migratory children.

(2) It is no longer prudent from a standpoint of costs vs. benefits to continue the operation of the project.

4. The operating agency should abide by applicable state and federal laws regarding the retention of records.

a. Section 434 of the General Provisions Act, as amended concerns audits and recordkeeping.

"(a)(1) Each recipient of Federal funds under any applicable program through any grant, subgrant, contract, subcontract, loan, or other arrangement entered into (other than by formal advertising) shall keep such records as the Assistant Secretary shall prescribe, including records which fully disclose the amount and disposition by such recipient of the proceeds of such assistance, the total cost of the project or undertaking in connection with which such funds are given or used, the amount of that portion of the cost of the project or undertaking supplies by other sources, and such other records as will facilitate an effective audit."

"(2) The Secretary and the Comptroller General of the United States, or any of their duly authorized representatives, shall, until the expiration of five years after the completion of the project or

undertaking to which reference is made in paragraph (1), have access, for the purpose of audit and examination, to any books, documents, papers, and records of such recipients which, in the opinion of the Comptroller General, after consultation with the Assistant Secretary, may be related, or pertinent to, the grants, subgrants, contracts, subcontracts, loans, or other arrangements to which reference is made in paragraph (1).

b. Applicable provisions of Subpart R include: Accountability for Federal Funds; Section 100b.477--Retention of Records from General Provisions for Programs.

"(a) Records--Each State Agency and other recipients shall keep intact and accessible all records relating to the receipt and expenditure of Federal funds (and to the expenditure of the recipient's contribution to the cost of the project, if any) in accordance with Section 434(a) of the General Education Provisions Act, including all accounting records and related original and supporting documents that substantiate direct and indirect costs charged to the award.

"(c) Microfile copies--Recipients may substitute microfilm copies in lieu of original records in meeting the requirements of this section.

"(d) Audit questions--The records involved in any claim or expenditure which has been questioned by Federal audit shall be further retained until resolution of any such audit question. Provided, however, that records need not be retained if they relate to a grant or contract with respect to which actions by the United States to recover for diversion of Federal funds are barred by the statute of limitations in 28 U.S.C.2415(b).

"(e) Audit and examination--(1) The Secretary and the Comptroller General of the United States, or any of their duly authorized representatives, shall have access for the purpose of audit and examination to the records specified in paragraph (a) of this section and to any other pertinent books, documents, papers, and records of the recipient.

"(2) In the case of a subgrant (or negotiated contract exceeding $2,500), the State Agency, the Secretary, the Comptroller General of the United States, or any of their duly authorized representatives, shall have access to any books, documents, papers,

and records of the subgrantee (or the contractor) which the State Agency, the Secretary, the Comptroller General of the United States, or any of their duly authorized representatives determine are pertinent to the specific grant, for the purpose of making audit, examination, excerpts, and transcripts.

"(f) Records for indirect cost rate proposals, etc.--(1) Applicability. This paragraph applies to records supporting (i) indirect cost rate proposals, (ii) cost allocation plans of State and local governments pursuant to Appendix B to the subchapter, (iii) hospital patient care rate proposals, and (iv) any similar accounting computations of the rate at which a particular group of costs is chargeable to grant. Examples of the latter are computer usage charge-back rate computations and composite fringe benefit rate computations.

"(2) If submitted to the Federal Government. If the proposal, plan, or other computation is required to be submitted to the Federal Government to form the basis for negotiation of the rate, then the three-year retention period for its supporting records starts from the date of such submission."

5. Fiscal reporting requirements established by federal and state laws, applicable federal rules and regulations, and established state accounting procedures will be followed in all cases regarding fiscal reports required from a local project.

6. End-of-Project Expenditure Report

   a. An end-of-project expenditure report must be submitted to the state agency by the operating agency within 30 days after the close of the project period. Any unobligated funds on hand at the operating agency must be released and returned to the state agency.

   b. In the event it is impossible for the operating agency to liquidate all obligations by the end of the 30-day period, the state migrant supervisor should be informed in writing of the situation and the reason for the delay. An extension may be granted for approved reasons.

7. At the close of the approved project, the operating agency shall arrange for the conduct of an audit. Audits should be conducted in accordance with generally accepted auditing standards, with due consideration for federal and state policies governing the use of grant funds.

   a. Federal and state standards applicable to migrant program audits are as follows.

(1) There is proper accounting of funds disbursed by the administrative unit.

(2) Payments reported by the administrative unit are actually paid to the vendors, contractors, and employees, and they conform to the applicable laws and regulations, including procurement requirements.

(3) Refunds, discounts, etc. are properly recorded as revenues to offset the gross expenditures.

(4) Payments are supported by adequate evidence of delivery of goods or performance of services.

(5) Obligations reported are actually incurred during the fiscal year or project period for which the project is approved, and upon liquidation, are properly adjusted.

(6) The same item is not reported as an expenditure for two or more years, e.g., obligation in one year and payment in another.

(7) All obligations claimed for federally supported Title I migrant projects are made for properly approved projects and are easily identifiable with these projects.

(8) State, federal, and local agency rules applicable to equipment records and control are followed.

(9) Costs such as salaries, travel, etc. are correctly prorated.

(10) The sources of funds expended for federally reimbursed projects are stated correctly, and the same expenditures are not claimed under more than one federal program.

(11) There is proper accounting or prompt return of unexpended or unearned federal funds which were advanced or overpaid.

(12) The audit report reflects outstanding obligations as of June 30 or August 31, whichever the case may be, in sufficient detail to permit identification of subsequent payments. Such obligations should be compared with reports submitted by the operating agency to the state agency.

b. The audit report must be properly certified by the auditor to the effect that the procedures used to verify and otherwise substantiate his findings.

c. Operating agencies must provide sufficient information for the local auditor regarding the requirements and limitations of the program in order to enable him to certify as to the eligibility of the expenditures reported.

d. The audit report must contain sufficient specific information to permit reconciliation with amounts shown on the records in the state office, and assurance that such reconciliation is actually made.

e. Exceptions reported by the auditor must be brought to the attention of officials in the state office responsible for the operation of the program, and appropriate adjustments or other administrative actions must be taken by such officials.

f. A copy of each local audit report filed with the Office of Federal Programs will be made available to auditors of federal agencies upon request. To the extent that these reports are complete and adequate, they may be found sufficient to meet the requirements of federal auditors. However, where such reports are found to be inadequate, local project expenditure records must be made available as required to the federal auditors. When necessary, the local auditor will be requested to furnish information from his working papers.

g. An audit exception is a determination by the U.S. Commissioner of Education that an item questioned by the auditor is not properly chargeable to the program and should be disallowed. The administrative unit must replace from local funds any funds represented by an audit exception on a migrant project. Each administrative unit should take steps to assure that only expenditures which are made in accordance with the rules and regulations and project application are charged to the project and paid from federal funds.

J. Title to, Administrative Control of, and Use of Property

1. Title to and administrative control of property, purchased in whole or in part with ESEA Title I migrant funds, shall vest in the state agency, as recipient of the grant.

a. Local agencies purchasing, using, and maintaining such property shall meet the requirements on property management as set forth in Section 116.42 of the Title I Rules and Regulations and Sections 100.b.215 and 100.b.216 of the General Provisions Regulations (45 CFR 100.b.215 and 100.b.216). (See Appendix.)

b. Local agencies shall maintain accurate records as prescribed and allow access to all inventories of property and actual property to state agency staff in order that reconciliation of property inventories and property can be done. The state agency will reconcile all property inventories with actual property on hand at a local agency at lease every two years.

2. Property purchased with ESEA Title I migrant funds shall meet the following requirements.

   a. Property will be used only for purposes set forth in the local project application. No other use of such equipment is authorized.

   b. Property will be maintained in usable condition for as long as the property is in the possession of the local project.

   c. If a local agency ceases to operate an ESEA Title I migrant project because of any reason, a full reporting of the property on hand must be submitted to the state agency within 60 days of the agency's decision not to operate a project. Such a report is to contain:

      (1) Description of property,

      (2) Acquisition date of property,

      (3) Purchase price,

      (4) Condition of property,

      (5) Location of property.

   d. The state agency will inform the local project in writing of the disposition procedure for such property.

   e. If the LEA decides not to request financial assistance from the ESEA Title I migrant education funds. The state agency:

      (1) May allow the property to remain on location with the local agency if a determination is made that such property will benefit migratory pupils eligible to receive services from Title I migrant education; or

      (2) May request the return of such property for redistribution to areas where the needs of migratory pupils can be met.

3. Property no longer needed to meet the needs of migratory children, or property such as equipment which has ended its useful life, shall be disposed of in accordance with 45 CFR, 100.b.215.

4. Nothing in this section should be construed as superseding or relaxing the provisions set forth in Section 116.42 of Title I Rules and Regulations or Sections 100.b.215 and 100.b.216 of the General Provisions Regulations.

K. Evaluation Design

1. Section 200.161 of Title I Regulations state that an LEA or state agency that receives Title I assistance shall submit to the SEA:

a. An annual report that contains information reasonably necessary to enable the SEA to perform its Title I duties.

b. Any other reports that the SEA may require to carry out its Title I responsibilities, including information (which in the case of reports relating to performance must be based on specific performance criteria related to program objectives) relating to the educational achievement of students participating in Ttile I projects.

2. Section 116d.65(a) on Migrant Regulations states that an SEA shall submit to the commissioner an annual report evaluating the effectiveness of its statewide migrant education program.

3. To meet the program requirements listed in #1 and #2, each LEA will at the close of the project provide all information requested by the state agency on the forms included in the Appendix.

4. Each LEA has certain responsibilities to discharge in order to facilitate the accomplishment of the evaluation objectives listed in the project application. These include:

   a. Administering the appropriate tests listed in Section II of the State Plan and reporting the results to the state agency.

   b. Any other reports requested by the state agency.

5. Required reports must be completed by the local project and returned to the state agency within two weeks of the close of the project.

III. Glossary

A. General Definitions

1. Applicant: A party requesting a grant or subgrant under a program of the Education Division.

2. Application: A request for a grant or subgrant under a program of the Education Division.

3. Award: An amount of funds that the Education Division provides under a grant or contract.

4. Commissioner: The U.S. Commissioner of Education or an official or employee of the Office of Education acting for the Commissioner under a delegation of authority.

5. Contract: (Except as used in the definitions for "grant" and "subgrant," and except where qualified by "federal") a procurement contract under a grant or subgrant; a "subcontract" is a procurement subcontract under such a contract.

6. Grant: An award of financial assistance in the form of money, or property in lieu of money, by the federal government to an eligible recipient. The term includes such financial assistance when provided by contract, but does not include any federal procurements subject to the procurement regulations in 41 CFR, nor does it include technical assistance, which provides services instead of money, or other assistance in the form of revenue sharing, loans, loan guarantees, interest subsidies, insurance, or direct appropriations. Also, the term does not include assistance such as a fellowship or other lump sum award, which the recipient is not required to account for on an actual cost basis.

7. Local educational agency:

   a. A public board of education or other public authority legally constituted within a state for either administrative control of, direction of, or to perform service functions for public elementary or secondary schools in:

      (1) A city, county, township, school district, or other political subdivision of a state,

      (2) Such combination of school districts or counties a state recognizes as an administrative agency for its public elementary or secondary schools.

   b. As used in 45 CFR, Parts 104 and 105 (vocational education programs), the term also includes any other public institution or agency that has administrative control of and direction of a vocational education program.

8. Nonprofit: As applied to an agency, organization, or institution, means that it is owned and operated by one or more corporations whose net earnings do not benefit, and cannot lawfully benefit, any private shareholder or entity.

9. Preschool: The educational level from a child's birth to the time at which the state provides elementary education.

10. Private: As applied to an agency, organization, or institution, means that it is not under federal or public supervision or control.

11. Project: The activity described in an application.

12. Project period: The period for which the appropriate official of Education Division approves a project.

13. Public: As applied to an agency, organization, or institution, means that the agency, organization, or institution is under the control of a government other than the federal government.

14. Secondary school: A day or residential school that provides secondary education as determined under state law. In the absence of state law, the commissioner may determine with respect to the state whether the term includes education beyond the twelfth grade.

15. State: Any of the 50 states, the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, or the Trust Territory of the Pacific Islands.

16. State educational agency: The state board of education or other agency or officer primarily responsible for the supervision of public elementary and secondary schools in a state. In the absence of this officer or agency, it is an officer or agency designated by the governor or state law.

17. Subgrant: An award of financial assistance in the form of money, or property in lieu of money, made under a grant by a grantee to an eligible subgrantee. The term includes financial assistance when provided by contract, but does not include procurements; nor does it include any form of assistance which is excluded from the definition of "grant."

B. Specific Definitions Pertaining to the Migrant Education Program

1. Agricultural activity:

a. Any activity directly related to the production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or as a principal means of personal subsistence.

b. Any activity directly related to the cultivation or harvesting of trees.

c. Any activity directly related to fish farms.

2. Currently migratory child:

   a. A child whose parent or guardian is a migratory agricultural worker or a migratory fisher.

   b. A child who has moved within the past 12 months from one school district to another--or, in a state that is comprised of a single school district, has moved from one school administrative area to another--to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. This definition includes a child who has been eligible to be served under the requirements in the preceding sentence, and who, without the parent or guardian, has continued to migrate annually to enable him or her to secure temporary or seasonal employment in an agricultural or fishing activity.

3. Fishing activity: Any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or as a principal means of personal subsistence.

4. Formerly migratory child:

   a. A child who was eligible to be counted and served as a currently migratory child within the past five years, but is not now a currently migratory child.

   b. A child who lives in an area served by a migrant education project.

   c. A child who has the concurrence of his or her parent or guardian to continue to be considered a migratory child. There is a total of six years of program eligibility--a one-year status as a "currently migratory child" and up to five additional years as a "formerly migratory child." For the purpose of this definition, "the area served by a migrant education project" means any portion of the geographic area--that is within the legally prescribed boundaries of an LEA or a combination of LEAs; and within whose boundaries there are currently or formerly migratory children who are receiving migrant education services or who will receive these services within the current grant period of the approved state migrant education program.

5. Guardian: A person who has been appointed to be the legal guardian of a child through formal proceedings in accordance with state law, or a person who an SEA determines would be appointed to be the legal guardian of a child under the law of the child's domiciliary state if formal guardianship proceedings were undertaken; or a person standing in the place of a parent to a child.

6. Migratory agricultural worker: A person who has moved within the past 12 months from one school district to another--or, in a state that is comprised of a single school district, from one school administrative area to another--to enable him or her to obtain temporary or seasonal employment in an agricultural activity.

7. Migratory fisher: A person who has moved within the past 12 months from one school district to another--or, in a state that is comprised of a single school district, from one school administrative area to another--to enable him or her to obtain temporary or seasonal employment in a fishing activity.

8. Operating agency: An LEA to which an SEA makes a subgrant of migrant education funds; or a public or nonprofit private agency with which an SEA makes a special arrangement to carry out a migrant education project.

9. Equipment: Machinery, utilities, and building equipment; or any enclosures or structures necessary to house the items mentioned above; and all other items necessary for the functioning of a facility that is used to provide education services including such items as instructional equipment and necessary furniture; printed, published, and audio-visual instructional materials; and books, periodicals, documents, and other related materials.

10. Parent. Natural parent, stepparent, parent through adoption, legal guardian, or another person acting in the place of a parent.

PART IV
APPENDIX

A. Federal Rules and Regulations

1. P.L. 95-561 (Reauthorization Legislation)

2. Education Division General Administrative Regulations

3. Title I Rules and Regulations, Part 116

4. Title I Migrant Regulations, Part 116(d)

B. Fiscal Report Forms

1. End-of-Project Expenditure Report
2. Equipment Reporting Form
3. Financial Status Report

JECT NO. ☐☐-☐☐☐☐

NTY NO. ☐☐

'RICT NO. ☐☐

ERAL ☐2

STATE DEPARTMENT OF EDUCATION
EXPENDITURE REPORT
ESEA PROGRAMS
FINAL

TITLE _____

CLAIM NO. _____

FUNCTIONS:		OBJECT OF EXPENDITURES:													
		SALARIES 100		EMPL'Y BEN. 200		PURCHASED SER. 300		SUPP. & MAT. 400		CAP. OUTLAY 500		OTHER OBJECTS 600		TOTALS	
AME:	NO.														
ISTRUCTION	100														
JPIL SERVICES	210														
IST. STAFF	220														
JPERVISION OF EC. PROG.	223														
CHOOL BUILDING	253														
PER. & MAIN.	254														
JPIL TRANS.	255														
OOD SERVICES	256														
OM. SERVICES	300														
SUB-TOTAL	600														
IDIRECT COST	691														
TOTALS	999														

PEPARED BY: (PRINT NAME) _____

SUPERINTENDENT'S SIGNATURE _____

ONE NO. _____

DATE _____

ORDER ☐☐ DATE ☐☐-☐☐-☐☐ ACTION ☐

SDE USE ONLY

: 42-033-01 (This form becomes obsolete 6/30/85)

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TITLE I ESEA, GRANT EQUIPMENT LIST

YEAR _____

LOCAL EDUCATION AGENCY _____

Page ___ of ___

Name of Equipment	Description	Quantity	Serial No.	Location	$Cost per item

SDE 24-040-00 (This form becomes obsolete 9/30/83)

FINANCIAL STATUS REPORT

(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED	2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER	OMB Approved No. 80-R0180	PAGE OF PAGES
OE, Migrant Program, Title I, ESEA			

3. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code)	4. EMPLOYER IDENTIFICATION NUMBER	5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER	6. FINAL REPORT ☐ YES ☐ NO	7. BASIS ☐ CASH ☐ ACCRUAL
	8. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) / TO (Month, day, year)		9. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) / TO (Month, day, year)	

10. STATUS OF FUNDS

PROGRAMS/FUNCTIONS/ACTIVITIES ▶	(a) SEA	(b) Local Projects	(c)	(d)	(e)	(f)	TOTAL (g)
a. Net outlays previously reported	$	$	$	$	$	$	$
b. Total outlays this report period							
c. *Less:* Program income credits							
d. Net outlays this report period (*Line b minus line c*)							
e. Net outlays to date (*Line a plus line d*)							
f. *Less:* Non-Federal share of outlays							
g. Total Federal share of outlays (*Line e minus line f*)							
h. Total unliquidated obligations							
i. *Less:* Non-Federal share of unliquidated obligations shown on line h							
j. Federal share of unliquidated obligations							
k. Total Federal share of outlays and unliquidated obligations							
l. Total cumulative amount of Federal funds authorized							
m. Unobligated balance of Federal funds							

11. INDIRECT EXPENSE	a. TYPE OF RATE (*Place "X" in appropriate box*) N/A ☐ PROVISIONAL ☐ PREDETERMINED ☐ FINAL ☐ FIXED			
	b. RATE	c. BASE	d. TOTAL AMOUNT	e. FEDERAL SHARE

12. REMARKS: *Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.*

13. CERTIFICATION

I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	DATE REPORT SUBMITTED
TYPED OR PRINTED NAME AND TITLE	TELEPHONE (*Area code, number and extension*)

269-102

STANDARD FORM 269 (7-76)
Prescribed by Office of Management and Budget
Cir. No. A-110

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INSTRUCTIONS

Please type or print legibly. Items 1, 2, 3, 6, 7, 9, 10d, 10e, 10g, 10i, 10l, 11a, and 12 are self-explanatory, specific instructions for other items are as follows:

Item	Entry
4	Enter the employer identification number assigned by the U.S. Internal Revenue Service or FICE (institution) code, if required by the Federal sponsoring agency.
5	This space is reserved for an account number or other identifying numbers that may be assigned by the recipient.
8	Enter the month, day, and year of the beginning and ending of this project period. For formula grants that are not awarded on a project basis, show the grant period.
10	The purpose of vertical columns (a) through (f) is to provide financial data for each program, function, and activity in the budget as approved by the Federal sponsoring agency. If additional columns are needed, use as many additional forms as needed and indicate page number in space provided in upper right; however, the totals of all programs, functions or activities should be shown in column (g) of the first page. For agreements pertaining to several Catalog of Federal Domestic Assistance programs that do not require a further functional or activity classification breakdown, enter under columns (a) through (f) the title of the program. For grants or other assistance agreements containing multiple programs where one or more programs require a further breakdown by function or activity, use a separate form for each program showing the applicable functions or activities in the separate columns. For grants or other assistance agreements containing several functions or activities which are funded from several programs, prepare a separate form for each activity or function when requested by the Federal sponsoring agency.
10a	Enter the net outlay. This amount should be the same as the amount reported in Line 10e of the last report. If there has been an adjustment to the amount shown previously, please attach explanation. Show zero if this is the initial report.
10b	Enter the total gross program outlays (less rebates, refunds, and other discounts) for this report period, including disbursements of cash realized as program income. For reports that are prepared on a cash basis, outlays are the sum of actual cash disbursements for goods and services, the amount of indirect expense charged, the value of in-kind contributions applied, and the amount of cash advances and payments made to contractors and subgrantees. For reports prepared on an accrual expenditure basis, outlays are the sum of actual cash disbursements, the amount of indirect expense incurred, the value of in-kind contributions applied, and the net increase (or decrease) in the amounts owed by the recipient for goods and other property received and for services performed by employees, contractors, subgrantees, and other payees.
10c	Enter the amount of all program income realized in this period that is required by the terms and conditions of the Federal award to be deducted from total project costs. For reports prepared on a cash basis, enter the amount of cash income received during the reporting period. For reports prepared on an accrual basis, enter the amount of income earned since the beginning of the reporting period. When the terms or conditions allow program income to be added to the total award, explain in remarks, the source, amount and disposition of the income.
10f	Enter amount pertaining to the non-Federal share of program outlays included in the amount on line e.
10h	Enter total amount of unliquidated obligations for this project or program, including unliquidated obligations to subgrantees and contractors. Unliquidated obligations are: Cash basis—obligations incurred but not paid; Accrued expenditure basis—obligations incurred but for which an outlay has not been recorded. Do not include any amounts that have been included on lines a through g. On the final report, line i should have a zero balance.
10j	Enter the Federal share of unliquidated obligations shown on line h. The amount shown on this line should be the difference between the amounts on lines h and i.
10k	Enter the sum of the amounts shown on lines g and j. If the report is final the report should not contain any unliquidated obligations.
10m	Enter the unobligated balance of Federal funds. This amount should be the difference between lines k and l.
11b	Enter rate in effect during the reporting period.
11c	Enter amount of the base to which the rate was applied.
11d	Enter total amount of indirect cost charged during the report period.
11e	Enter amount of the Federal share charged during the report period. If more than one rate was applied during the project period, include a separate schedule showing bases against which the indirect cost rates were applied, the respective indirect rates the month, day, and year the indirect rates were in effect, amounts of indirect expense charged to the project, and the Federal share of indirect expense charged to the project to date.

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C. Eligibility Forms

1. Authorization and Documentation of Enrollment Form

2. Teletype Form II

DOCUMENTATION OF MIGRANT STATUS AND AUTHORIZATION OF ENROLLMENT FORM

ENROLLMENT NO.	NAME OF SCHOOL		YEAR
STUDENT NUMBER		MNE	GRADE LEVEL
DATE OF ENTRANCE TO STATE TO SEEK EMPLOYMENT		DATE OF ENROLLMENT IN SCHOOL	Summer / Regular

STUDENT'S NAME	Last	First	Middle	SEX
BIRTHDATE (Mo./Day/Yr.)	AGE	VERIFIED BY: Birth Cert. ☐ Other ☐ Document ☐ None ☐	TWIN: Yes ☐ No ☐ TWIN'S NAME:	
BIRTHPLACE	City	County/Country	State	
HOME BASE	City	Country	State	

MIGRATORY STATUS: The numeral circled below indicates the category under which the above named child is eligible to participate in the migrant education project.

Agri.	Fishing	
1	4	INTERSTATE MIGRANT - A child who has moved with a parent or guardian within the past 12 months across state boundaries in order that the parent, guardian or other member of the immediate family might secure temporary or seasonal employment in agriculture or fishing activities.
2	5	INTRASTATE MIGRANT - A child who has moved with a parent or guardian within the past 12 months across school district boundaries within the state in order that a parent, guardian or other member of his immediate family might secure temporary or seasonal employment in agriculture or fishing activities.
3	6	FORMERLY MIGRATORY (Five-Year Migrant) - A child who has been an interstate or intrastate migrant as defined above, but who has ceased to migrate and now resides in an area in which a migrant education project is provided (Requires parental consent).

CURRENT ADDRESS (South Carolina Address) Street/Route/Box City Zip ,SC

SUBDIVISION OR APPROXIMATE LOCATION OF BASE-CAMP

PARENT DATA:		Last Name	First Name
LEGAL PARENT	(Father)		
	(Mother)		
CURRENT PARENT	(Father)		
	(Mother)		

SDE 24-026-04 (This form becomes obsolete 9/30/83)

PARENT'S OCCUPATION:

Production of farm crops	☐	Commercial Fishing	☐
Dairying, poultry or livestock	☐	Fish processing	☐
Food processing or packing	☐		

NAME OF LANDOWNER	NAME OF CREW CHIEF

WHERE DID YOU MOVE FROM Street/Route/Box City State/Country

LAST SCHOOL OF ATTENDANCE

SCHOOL ADDRESS Street/Route/Box City State Zip

PARENTAL AUTHORIZATION:

I verify that the above information is true. My child has permission to participate in the migrant education program.

I give my consent for whatever medical, dental, immunizations, and emergency care and related treatment necessary to protect the health of my child.

The Migrant Student Record Transfer System has been explained to me. I know my child's records are available for me to see. I understand that these records will be sent to other schools where my child may enroll.

SIGNATURE: _____
Parent/Guardian Date

SCHOOL VERIFICATION:

I certify that the above information was obtained from a parent, guardian or other responsible person, that it is correct to the best of my knowledge and that based upon this information and the applicable definitions, the migrant status of the child as indicated is correct. I further certify that the parent, guardian, or other responsible person has been informed of the procedures of the Migrant Student Record Transfer System and the provisions of the Family Educational Rights and Privacy Act.

SIGNATURE: _____
School Worker Completing Form Date

SIGNATURE: _____
Coordinator/Director Date

FOR LEA AND TERMINAL USE ONLY

Other name(s) student may have or uses now:

Twin's Name:

Student's Last Name	First Name or Nickname(s)

ENROLLMENT NO. _____

FOR TERMINAL USE ONLY
Sch. Mne. _____
Or. Trn. _____
W/File _____
OK. Trn. _____
NEW ☐

MIGRANT STUDENT IDENTIFICATION (SI)/TELETYPE FORM II

NAME OF SCHOOL			
STUDENT NUMBER	MNE		LINE (SDE Use Only)
DATE OF ENTRANCE TO STATE		DATE OF ENROLLMENT	
NAME Last Name (16)	First (13)		Middle Initial (1)
SEX Male/Female	BIRTHDATE: Mo. Day Yr.	AGE	TWIN Yes/No
BIRTHDATE VERIFICATION:	Birth Certificate (B) ☐ Document (D) ☐	Other (O) ☐ None (N) ☐	
BIRTHPLACE City	County/Country		State
HOMEBASE City	County/Country		State
MIGRANT STATUS	Summer		Regular

CURRENT RESIDENCE (South Carolina Address)	Street/Route/Box	City	State	Zip

PARENT DATA

LEGAL PARENTS: (LPAA)	Father's Last Name	Father's First Name
(LPAB)	Mother's Last Name	Mother's First Name
CURRENT PARENTS: (CPAA)	Father's Last Name	Father's First Name
(CPAB)	Mother's Last Name	Mother's Last Name

Nick-names or other names used:
Terminated No./Merged No.

PERSON COMPLETING THIS FORM _____

SDE 24-079-02
(This form becomes obsolete 9/30/83)

D. Instructional Forms

1. Skills Information System Transmittal Forms
2. Evaluation Form
3. Needs Assessment Survey Form

STATE OF SOUTH CAROLINA

SKILLS LOGSHEET FOR MIGRANT STUDENTS:

EARLY CHILDHOOD DEVELOPMENT

STUDENT NAME _____ GRADE ____ STUDENT # _____ MNE _____

DISTRICT # _____ SCHOOL _____ TEACHER _____ DATE _____ 19 ____

INSTRUCTIONS: At time of withdrawal, report the three (3) skills most recently studied.

PSYCHOMOTOR SKILL – GROSS

Code	Skills
_____ PG01	Lifts head briefly when on stomach
_____ PG02	Turns head to avoid annoyances
_____ PG03	Rolls part way to side from back
_____ PG04	Holds head erect in supported sitting position
_____ PG05	Turns head in all directions
_____ PG06	Lifts head and chest when on stomach
_____ PG07	Exhibits vigorous body movements
_____ PG08	Rolls from side to side
_____ PG09	Rolls from stomach to back
_____ PG10	Sits with support
_____ PG11	Bounces up and down while sitting
_____ PG12	Uses limbs to move about
_____ PG13	Pulls self to stand
_____ PG14	Sits alone
_____ PG15	Creeps or crawls
_____ PG16	Pushes into sitting position
_____ PG17	Stands alone
_____ PG18	Gets down from standing
_____ PG19	Stoops and gets back up
_____ PG20	Climbs up and down objects
_____ PG21	Steps backward
_____ PG22	Walks with confidence
_____ PG23	Throws objects awkwardly
_____ PG24	Seats self in chair
_____ PG25	Throws ball overhand
_____ PG26	Goes upstairs and downstairs
_____ PG27	Pedals tricycle
_____ PG28	Jumps in place
_____ PG29	Runs well
_____ PG30	Kicks ball forward
_____ PG31	Walks on tip toe
_____ PG32	Walks on or between parallel lines
_____ PG33	Jumps from low elevation with feet together
_____ PG34	Maintains balance while board jumping
_____ PG35	Balances on one foot
_____ PG36	Walks backward
_____ PG37	Walks up and down stairs without support
_____ PG38	Aims and throws ball
_____ PG39	Catches a medium sized bounced ball
_____ PG40	Climbs well
_____ PG41	Makes large circular frontal motion with arms, singly or simultaneously
_____ PG42	Skips on alternating feet
_____ PG43	Jumps rope
_____ PG44	Hops skillfully on dominant foot
_____ PG45	Walks on balance beam

PSYCHOMOTOR SKILL – FINE

Code	Skills
_____ PF01	Puts hands together
_____ PF02	Bats and swipes at objects
_____ PF03	Grasps and holds objects with whole hand
_____ PF04	Plays with hands and fingers
_____ PF05	Mouths objects
_____ PF06	Reaches for objects with both hands
_____ PF07	Transfers an object from hand to hand
_____ PF08	Manipulates objects by rotating wrists
_____ PF09	Uses thumb and two or three fingers to grasp objects
_____ PF10	Coordinates hand/arm movement to mouth
_____ PF11	Pokes with index finger
_____ PF12	Claps hands
_____ PF13	Drops and picks up objects at will
_____ PF14	Uses hands in sequence or simultaneously
_____ PF15	Scribbles spontaneously
_____ PF16	Builds tower of two or more blocks
_____ PF17	Puts small objects into containers
_____ PF18	Dumps objects out of container
_____ PF19	Holds cup to lips for drinking
_____ PF20	Builds tower of six or more blocks
_____ PF21	Makes vertical strokes
_____ PF22	Strings large beads
_____ PF23	Displays well developed finger-wrist coordination
_____ PF24	Puts pegs in pegboard
_____ PF25	Cuts with scissors
_____ PF26	Turns pages one at a time
_____ PF27	Pours liquids with minimal spillage
_____ PF28	Builds tower of ten or more blocks
_____ PF29	Draws simple picture with three details
_____ PF30	Dresses and undresses self with help
_____ PF31	Writes some letters and simple words
_____ PF32	Laces shoes and begins to tie shoestrings
_____ PF33	Folds paper diagonally
_____ PF34	Draws a picture with at least six details.

COGNITIVE SKILL – ORAL LANGUAGE

Code	Skills
_____ CO01	Makes cooing sounds
_____ CO02	Makes vowel-like sounds
_____ CO03	Gurgles and blows bubbles
_____ CO04	Makes small throaty sounds
_____ CO05	Laughs aloud
_____ CO06	Imitates variations in pitch and volume
_____ CO07	Vocalizes spontaneously
_____ CO08	Makes two-syllable sounds
_____ CO09	Imitates sounds or sequences
_____ CO10	Makes several sounds in one breath
_____ CO11	Makes same sound over and over
_____ CO12	Squeals to get attention
_____ CO13	Produces sounds specific to native language of parents
_____ CO14	Uses words meaningfully
_____ CO15	Talks in jargon
_____ CO16	Says two to six or more words
_____ CO17	Communicates "whole" sentences with one word
_____ CO18	Says six to eighteen or more words
_____ CO19	Forms sentences or phrases of two or three words
_____ CO20	Uses words to make wants known
_____ CO21	Refers to self by name
_____ CO22	Uses two hundred or more recognizable words
_____ CO23	Uses some pronouns
_____ CO24	Uses plurals
_____ CO25	Gives own first and last name
_____ CO26	Forms a negative sentence
_____ CO27	Forms sentences or phrases of three to four words.
_____ CO28	Uses consonant sounds accurately
_____ CO29	Talks freely while role playing
_____ CO30	Repeats simple sound patterns
_____ CO31	Asks questions continually
_____ CO32	Uses prepositions
_____ CO33	Forms sentences or phrases of four to five words
_____ CO34	Tells experiences
_____ CO35	Tells about a picture
_____ CO36	Tells the function of a familiar object
_____ CO37	Forms meaningful sentences of six or more words
_____ CO38	Uses opposite analogies
_____ CO39	Uses past tense
_____ CO40	Uses vocabulary of 1500 or more words
_____ CO41	Uses complex language patterns
_____ CO42	Talks a great deal
_____ CO43	Names basic colors, shapes and sizes
_____ CO44	Uses related abstract word meanings correctly
_____ CO45	Tells stories in sequence with or without aid of pictures
_____ CO46	Names some letters, numbers and words

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COGNITIVE SKILL -- VISUAL

Code	Skills
_____ CV01	Follows horizontal movement of bright objects
_____ CV02	Fixates and focuses eyes
_____ CV03	Follows object vertically and steadately
_____ CV04	Looks intently at toy in hand
_____ CV05	Turns head and eyes together
_____ CV06	Watches movement of own hands and arms
_____ CV07	Studies objects by looking, tasting and touching
_____ CV08	Looks for toy that disappears
_____ CV09	Recognizes and judges visual size of objects
_____ CV10	Responds playfully to mirror image of self
_____ CV11	Explores objects from different angles
_____ CV12	Looks for familiar object
_____ CV13	Points to object in a picture
_____ CV14	Looks for hidden object
_____ CV15	Understands spatial relations
_____ CV16	Places three shapes in a three-hole form board
_____ CV17	Matches circles, triangles, and squares
_____ CV18	Groups objects together by color, form, and size
_____ CV19	Copies horizontal line
_____ CV20	Copies circle
_____ CV21	Searches for named object without visual representation
_____ CV22	Focuses on one of many parts of an object
_____ CV23	Names pictures of objects removed from view
_____ CV24	Selects simple identical pictures
_____ CV25	Completes two parts of picture
_____ CV26	Copies cross
_____ CV27	Puts together two- to six-piece puzzle
_____ CV28	Copies square
_____ CV29	Copies triangle
_____ CV30	Copies some letters and numerals
_____ CV31	Copies some simple words
_____ CV32	Puts together six- to eight-piece puzzles

COGNITIVE SKILL -- AUDITORY

Code	Skills
_____ CA01	Moves head and eyes in direction of sound
_____ CA02	Reacts differently to different sounds
_____ CA03	Looks for source of sound with eyes
_____ CA04	Listens selectively to familiar words
_____ CA05	Listens to conversation and singing tones
_____ CA06	Looks toward speaker when own name is called
_____ CA07	Responds to simple one-part command without gestures
_____ CA08	Differentiates between some words
_____ CA09	Points to one body part when asked
_____ CA10	Points to a picture of a familiar object when asked
_____ CA11	Locates sounds from all directions
_____ CA12	Responds to action words
_____ CA13	Articulates some consonants
_____ CA14	Identifies common objects by sounds
_____ CA15	Uses appropriate voice inflection
_____ CA16	Varies voice volume
_____ CA17	Increases and decreases speed of voice
_____ CA18	Reproduces plurals
_____ CA19	Identifies simple tones
_____ CA20	Recognizes melodies
_____ CA21	Identifies rhyming words
_____ CA22	Identifies like and unlike beginning consonants
_____ CA23	Repeats sentences correctly
_____ CA24	Repeats four to five letters or numerals in given order
_____ CA25	Repeats short verses

AFFECTIVE SKILL PERSONAL / INTERACTIONAL

Code	Skills
_____ AP01	Looks at faces
_____ AP02	Smiles responsively
_____ AP03	Increases physical activity on sight or smell of food source
_____ AP04	Cries from discomfort and for attention
_____ AP05	Quiets self
_____ AP06	Responds to non-verbal attention by smiling
_____ AP07	Differentiates strangers from family
_____ AP08	Initiates social play by smiling
_____ AP09	Vocalizes socially
_____ AP10	Smiles and vocalizes at mirror image of self
_____ AP11	Imitates facial expressions
_____ AP12	Grasps source of food with both hands
_____ AP13	Distinguishes between friendly and angry talk
_____ AP14	Thrashes arms and legs when frustrated
_____ AP15	Repeats a behavior that is attended to or reinforced
_____ AP16	Gestures to familiar person
_____ AP17	Works for toy out for reach
_____ AP18	Shows fear of stranger
_____ AP19	Plays simple games
_____ AP20	Shows displeasure with loss of toy
_____ AP21	Plays by self for short period of time
_____ AP22	Relates to more than one person
_____ AP23	Recognizes the meaning of "no-no"
_____ AP24	Uses "no" appropriately
_____ AP25	Responds to rhythmic sounds and movements
_____ AP26	Imitates adult activity
_____ AP27	Shows anger
_____ AP28	Responds to attention
_____ AP29	Repeats activity over and over
_____ AP30	Resists restrictions
_____ AP31	Shows special attachment to favorite toy
_____ AP32	Displays interest in a variety of activities
_____ AP33	Explores environment
_____ AP34	Knows own possessions
_____ AP35	Indicates need for assistance
_____ AP36	Responds to music
_____ AP37	Participates in parallel play
_____ AP38	Manipulates caregivers
_____ AP39	Participates in symbolic play
_____ AP40	Seeks adult approval
_____ AP41	Participates in cooperative play
_____ AP42	Shows concern for others
_____ AP43	Seeks to please others
_____ AP44	Takes turns
_____ AP45	Shares possessions
_____ AP46	Takes pride in accomplishments
_____ AP47	Accepts routines
_____ AP48	Demonstrates sense of humor
_____ AP49	Participates in organized small group activities
_____ AP50	Participates in making group decisions
_____ AP51	Accepts group decisions
_____ AP52	Makes and keeps friends
_____ AP53	Accepts changes
_____ AP54	Demonstrates self-reliance

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STATE OF SOUTH CAROLINA

SKILLS LOGSHEET FOR MIGRANT STUDENTS: **READING**

STUDENT NAME _____ GRADE ____ STUDENT # _____ MNE _____

DISTRICT # _____ SCHOOL _____ TEACHER _____ DATE _____ 19 ____

INSTRUCTIONS: Please circle the appropriate INSTRUCTIONAL LEVEL: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
At time of withdrawal, report the three (3) skills most recently studied.

DECODING

READINESS:

_____ 020 **Visual Discriminations: Skill in distinguishing word forms.**

02001 ____ Identifies (1) shapes, (2) colors, (3) objects, (4) letters.

02002 ____ Identifies likenesses/differences in (1) shapes, (2) colors, (3) objects, (4) letters.

02003 ____ Copies (1) shapes, (2) upper/lower case letters, (3) words.

02004 ____ Matches letter-name/symbol in a word.

_____ 040 **Visual Memory: The amount remembered after seeing.**

04001 ____ Places forms on a board, 3-4 piece puzzle.

04002 ____ Identifies (1) missing parts, (2) pictures, (3) letters.

04003 ____ Reproduces from memory (1) shapes, (2) pictures, (3) letters.

04004 ____ Identifies missing objects from more than 5.

_____ 060 **Auditory Discriminations: Skill in hearing and identifying sounds.**

06001 ____ Listens to story and responds.

06002 ____ Classifies gross sounds.

06003 ____ Reproduces sound patterns.

06004 ____ Hears likeness/difference in patterns and letter sounds.

06005 ____ Follows simple directions.

06006 ____ Reproduces rhyming words orally.

_____ 080 **Sensorimotor: Motor, visual, and auditory abilities to manipulate or control environment.**

08001 ____ (1) Directionality, (2) spatial relationship (up/down, right/left, etc.)

08002 ____ (1) Ocular mobility, (2) eye-hand coordination (hold a pencil, carry a fish of water, hold a straw, etc.)

08003 ____ Body concept, body schema: (1) Identifies body parts, (2) integration and utilizes coordination of all body movements.

_____ 100 **Alphabets: Sequential order of letter symbols.**

10001 ____ Identifies letters in order.

10002 ____ Identifies missing letters.

_____ 120 **Context: Utilizing order of symbols and/or surrounding words as clue to meaning.**

12001 ____ Uses Pictures.

12002 ____ Uses letter/sound.

12003 ____ Uses word-picture association.
(clown) "A clown is a funny man in a circus."

12004 ____ Uses sentence meaning.

CONSONANTS:

_____ 140 **Initial: Beginning symbol-sound of a word.**
Identifies the following in the initial position of a word:

14001 ___ B	14008 ___ H	14016 ___ R
14002 ___ C (soft)	14009 ___ J	14017 ___ S
14003 ___ C (hard)	14010 ___ K	14018 ___ T
14004 ___ D	14011 ___ L	14019 ___ V
14005 ___ F	14012 ___ M	14020 ___ W
14006 ___ G (soft)	14013 ___ N	14021 ___ X
14007 ___ G (hard)	14014 ___ P	14022 ___ Y
	14015 ___ Q (u)	14023 ___ Z

_____ 160 **Finals: Ending symbol-sound of a word.**
Identifies the following in the final position of a word:

16001 ___ B	16008 ___ J	16015 ___ S
16002 ___ C (soft)	16009 ___ K	16016 ___ T
16003 ___ C (hard)	16010 ___ L	16017 ___ V
16004 ___ D	16011 ___ M	16018 ___ W
16005 ___ F	16012 ___ N	16019 ___ X
16006 ___ G (soft)	16013 ___ P	16020 ___ Z
16007 ___ F (hard)	16014 ___ R	

_____ 180 **Digraphs: Two consonants creating a single sound.**
Identifies the following in a word:

18001 ___ CH	18005 ___ CK	18009 ___ WL
18002 ___ WH	18006 ___ NG	18010 ___ GH
18003 ___ SH	18007 ___ PH	18011 ___ KN
18004 ___ TH	18008 ___ WR	

_____ 200 **Blends: Two or three consonants retaining their own sounds.**
Identifies the following in a word:

INITIAL

20001 ___ BL	20010 ___ GR	20018 ___ ST
20002 ___ BR	20011 ___ FL	20019 ___ SW
20003 ___ CL	20012 ___ FR	20021 ___ TR
20004 ___ CR	20013 ___ SC	20022 ___ TW
20005 ___ DR	20014 ___ SK	20023 ___ SCR
20006 ___ DW	20015 ___ SL	20024 ___ SPL
20007 ___ FL	20016 ___ SM	20025 ___ SPR
20008 ___ FR	20017 ___ SN	20026 ___ STR
20009 ___ GL	20018 ___ SP	

FINAL

20027 ___ CT	20030 ___ MP	20033 ___ NT
20028 ___ LD	20031 ___ ND	20034 ___ PT
20029 ___ LT	20032 ___ NK	20035 ___ RT
		20036 ___ CT

_____ 220 **Endings: Symbols added to root word, changing tense or part of speech.**
Identifies the following in the final position of a word:

22001 ___ s	22005 ___ ly	22009 ___ tion
22001 ___ es	22006 ___ le	22010 ___ est
22002 ___ ed	22007 ___ er	22011 ___ en
22004 ___ ing	22008 ___ le	

VOWELS:
Identifies the following in words:

_____ 240 **Short**

24001 ___ A (cat)	24004 ___ U (cut)
24002 ___ O (not)	24005 ___ I (mix)
24003 ___ E (pet)	24006 ___ Y (syllable)

_____ 260 **Long**

26001 ___ A (ape)	26005 ___ I (ice)
26002 ___ O (open)	26006 ___ Y (type)
26003 ___ E (eel)	26007 ___ Y (candy)
26004 ___ U (use)	

_____ 280 **R or L Controlled:**

28001 ___ or (cor)	28004 ___ or (for)
28002 ___ ir (sir)	28005 ___ er (her)
28003 ___ al (all)	28006 ___ ur (fur)

_____ 300 **Irregular: Diphthongs, Digraphs, Combinations**

30001 ___ ai (plaid)	30013 ___ oo (too)
30002 ___ ai (paint)	30014 ___ oi (oil)
30003 ___ ay (play)	30015 ___ oo (zoom)
30004 ___ ea (seven)	30016 ___ oo (good)
30005 ___ aw (saw)	30017 ___ ou (thought)
30006 ___ ea (meat)	30018 ___ ou (out)
30007 ___ ie (meet)	30019 ___ ou (through)
30008 ___ ei (receive)	30020 ___ ow (cow)
30009 ___ ei (neighbor)	30021 ___ ew (blew)
30010 ___ ew (few)	30022 ___ oy (boy)
30011 ___ ie (pie)	30023 ___ ue (glue)
30012 ___ ea (east)	30024 ___ ui (juice)

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DECODING (cont.)

STRUCTURAL ANALYSIS:

_____ 330 **Hearing syllables:** Oral readiness prerequisite to formal application of generalizations.

30001 ____ (1) Claps for each single sound of voice (2) Identifies the number of syllables in a word.

30002 ____ (1) Listens for (2) Identifies natural division of word.

_____ 340 **Using syllables:** Application of generalizations widely used.

Applies the following:

34001 ____ Each syllable must contain a vowel sound.

34002 ____ Suffixes and prefixes are usually separate syllables.

34003 ____ Usually divide between two root words (stone/mason).

34004 ____ Consonant blends are not divided (bl, spr).

34005 ____ If a word ends in le, the consonant just before usually begins the last syllable (syl/la/ble, ap/ple).

34006 ____ The letters s and ch go with the preceding vowel and end the syllable (tas/o/tion, pitch/le, mach/es/al).

34007 ____ If the first vowel sound is followed by two consonants, the first syllable usually ends with the first of the two consonants (put/ting).

34008 ____ If the first vowel sound is followed by one consonant, the first syllable usually ends with the vowel sound (o/way).

34009 ____ When the first vowel sound is followed by th, ch, sh, these are not divided and may go with the first or the second syllable (punish/ment, a/chieve, rath/er).

Accent:

34010 ____ In most two syllable words, the first syllable is accented (fer'tion, vow'el, pic'ture).

34011 ____ When a, in, re, ex, de or be is the first syllable, it is usually unaccented (a'bate', in'plain', de'part').

34012 ____ When tion is the final syllable, it is usually unaccented (na'tion, pa'ti'tion).

34013 ____ When the last syllable contains the r sound, it is unaccented (sul'fur).

_____ 360 **Root Words:** A word or part of a word that is used for making other words.

36001 ____ Identifies the root word in words such as teacher, remove, bodily (body).

_____ 380 **Compound Words:** Two or more words combined into one.

38001 ____ Identifies the words in compound words such as baseball, barnyard, lawnmark.

_____ 400 **Contractions:** The shortened form of two words.

40001 ____ Identifies the two words in contractions such as I'm, don't, won't.

_____ 420 **Prefix:** The initial syllable which may change the meaning of the base word.

Identifies the following prefixes in a word:

42001	____ ab (abnormal)	42012	____ im (inhibit)
42002	____ ad (advance)	42013	____ in (invade)
42003	____ ap (approach)	42014	____ mis (mistake)
42004	____ be (befriend)	42015	____ non (nonsense)
42005	____ com (comply)	42016	____ ob (object)
42006	____ con (contribute)	42017	____ op (oppress)
42007	____ de (depart)	42018	____ per (precede)
42008	____ dis (dismiss)	42019	____ pro (promote)
42009	____ em (embrace)	42020	____ re (reject)
42010	____ en (enlist)	42021	____ sub (subway)
42011	____ ex (explain)	42022	____ un (unkind)

_____ 440 **Suffix:** The final syllable which may change the part of speech of the base word.

Identifies the following suffixes in a word:

44001	____ an (American)	44013	____ ical (methodical)
44002	____ ance (assistance)	44014	____ ize, ize (colonize)
4403	____ ble, able (readable)	44015	____ ish (foolish)
44004	____ dom (kingdom)	44016	____ ics (hopeless)
44005	____ en (earthen)	44017	____ ly, y (quickly)
44006	____ ence (dependence)	44018	____ ment (movement)
44007	____ ent (ancient)	44019	____ ness (sickness)
44008	____ full, ful (forceful)	44020	____ or, er (teacher)
44009	____ fy (simplify)	44021	____ tion (temptation)
44010	____ hood (brotherhood)	44022	____ ty (senility)
44011	____ ial, al (musical)	44023	____ ward (backward)
44012	____ ic (tragic)		

COMPREHENSION

LITERAL:

_____ 480 **Main Idea:** Most important thought in one or more sentences or paragraphs.

48001 ____ Identifies the words that express the main idea.

48002 ____ Identifies the sentence that expresses the main idea in a paragraph.

_____ 488 **Related Details:** The small parts or items that relate to or support the main idea.

48801 ____ Draws pictures of details.

48802 ____ Recalls items in a paragraph related to the main idea.

_____ 500 **Classification:** Arrangement of words or sentences in groups according to a specific topic.

50001 ____ Identifies like/unlike (symbols, pictures).

50002 ____ Identifies words/ideas under a topic.

50003 ____ Identifies words under major categories.

_____ 520 **Sequence:** Related ideas or sentences which follow one another in specific order.

52001 ____ Rearranges related pictures.

52002 ____ Rearranges related words to make a sentence.

52003 ____ Rearranges sentences to make a paragraph.

52004 ____ Rearranges sentences to make a story.

52005 ____ Identifies relevant ideas in sequence.

_____ 540 **Conclusion:** Logical ending of a complete thought.

54001 ____ Completion exercises in Cloze procedure. (Fills in the obvious conclusion, e.g. The _____ lost his dog.)

54002 ____ Identifies the words that summarize or conclude.

54003 ____ Lists only statements related to conclusion of topic.

_____ 560 **Following Directions:** The performance of a task as heard or read.

Demonstrates performance in the following:

56001 ____ Directions by a single word or sentence orally.

56002 ____ Directions by a series of tasks given orally.

56003 ____ Reads one direction, then performs the task.

56004 ____ Reads multiple directions and performs the tasks.

56005 ____ Follows instructions related to "how to."

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DECODING (cont.)

STRUCTURAL ANALYSIS

_____ 300 Hearing syllables: Oral readiness prerequisite to formal application of generalizations.

30001 ____ (1) Claps for each single sound of voice (2) Identifies the number of syllables in a word.

30002 ____ (1) Listens for (2) Identifies natural division of word.

_____ 340 Using syllables: Application of generalizations widely used.

Applies the following:

34001 ____ Each syllable must contain a vowel sound.

34002 ____ Suffixes and prefixes are usually separate syllables.

34003 ____ Usually divide between two root words (stair/case).

34004 ____ Consonant blends are not divided (bl, spr).

34005 ____ If a word ends in le, the consonant just before usually begins the last syllable (ap/ple/ble, ap/ple).

34006 ____ The letters s and ch go with the preceding vowel and end the syllable (tas/te/less, pitch/fe, mach/ine/ist).

34007 ____ If the first vowel sound is followed by two consonants, the first syllable usually ends with the first of the two consonants (pun/ish/ing).

34008 ____ If the first vowel sound is followed by one consonant, the first syllable usually ends with the vowel sound (a/way).

34009 ____ When the first vowel sound is followed by th, ch, sh, these are not divided and may go with the first or the second syllable (panish/ment, a/chieve, rath/er).

Accent:

34010 ____ In most two syllable words, the first syllable is accented (ba'ker, vow'el, pic'ture).

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34013 ____ When the last syllable contains the r sound, it is unaccented (sal'ter).

_____ 360 Root Words: A word or part of a word that is used for making other words.

36001 ____ Identifies the root word in words such as teacher, remove, badly (bady).

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38001 ____ Identifies the words in compound words such as baseball, barnyard, inasmuch.

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42011	____ ex (explain)	42022	____ un (unkind)

_____ 440 Suffix: The final syllable which may change the part of speech of the base word.

Identifies the following suffixes in a word:

44001	____ an (American)	44013	____ kal (methodical)
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4403	____ ble, able (predictable)	44015	____ ish (foolish)
44004	____ dom (kingdom)	44016	____ ism (hegelism)
44005	____ en (earthen)	44017	____ ly, y (quickly)
44006	____ ence (dependence)	44018	____ ment (movement)
44007	____ ent (patient)	44019	____ ness (sickness)
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COMPREHENSION

LITERAL:

_____ 460 Main Idea: Most important thought in one or more sentences or paragraphs.

46001 ____ Identifies the words that express the main idea.

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COMPREHENSION (cont.)

INFERENTIAL:

_____ 530 **Main Idea:** No specific words for implied meaning.

58001 ____ Uses key words as clues.

58002 ____ Chooses an appropriate title.

58003 ____ Identifies sentences implying a main idea.

_____ 560 **Related Details:** Words suggesting details.

56001 ____ Chooses subtitles.

56002 ____ Explains meaning of a paragraph.

56003 ____ Explains relation or word-analogies (pen-pencil, boat-car, grape-raisin).

_____ 590 **Cause/Effects:** Interpretation of an action and the result.

59001 ____ States cause, explains the effect implied.

59002 ____ Explains or interprets implied cause of an action after reading.

_____ 640 **Generalizations:** Interpretation without giving details.

64001 ____ Uses outline format/notes.

64002 ____ Writes abstract of material read.

64003 ____ Reasons, finds support for a generalization or experiment to see if it applies.

_____ 660 **Figurative Language:** Words that form a meaning in the mind other than the literal meaning of the component words.

66001 ____ Tells in own words meaning of expressions such as a "blanket of fog", "screaming headlines".

66002 ____ Identifies figurative phrases in selected sentences and/or poems.

66003 ____ Interprets similes and metaphors. ("The kitten is as white as snow." "You are a doll.")

_____ 680 **Summarizing:** Condensing details, based upon all the facts.

68001 ____ Relates details of a paragraph stated in a minimum of words.

68002 ____ Gathers materials from various sources for a report.

_____ 700 **Punctuation:** Symbol clues in written form that clarify meaning and separate structural units through pause, stress, inflection or intonation.

Demonstrates understanding regarding use of:

70001 ____ Question mark (?)

70002 ____ Exclamation mark (!)

70003 ____ Period (.)

70004 ____ Comma (,)

____ Semicolon (;)

____ Colon (:)

70005 ____ Quotation marks (" ")

70006 ____ Parenthesis ( )

70007 ____ Italics (*italics*)

70008 ____ Apostrophe (')

_____ 720 **Critical Reading:** Evaluation of truth, logic, reliability and accuracy in what is written.

72001 ____ Classifies as fact/fiction, whether or not event could happen.

72002 ____ Analyzes sentence sequences for logic.

72003 ____ Evaluates for propaganda: false analogies, stereotyping, false generalizations, appeal to authority, loaded words.

_____ 740 **Predict Outcomes:** Making plans in terms of expected outcomes.

74001 ____ Identifies nonsense.

74002 ____ Compares/contrasts to clarify.

74003 ____ Identifies relevant/irrelevant facts.

74004 ____ Determines best source of information.

74005 ____ Compares author's purpose with his/her own.

74006 ____ Uses scientific methods in study skills.

VOCABULARY:

_____ 760 **Sight Words:** Words that are instantly recognized and understood.

76001 ____ Uses the school system or commercial list.

_____ 780 **Multiple Meanings:** Words spelled the same but having different meanings according to usage (heteronyms).

78001 ____ Uses words that serve as a different part of speech in a sentence but sound and look the same (orange). ("This orange is good." "Orange is a pretty color.")

78002 ____ Uses words that sound and look the same, but must be used in a sentence to identify meaning. (Tape used in a recorder, vs. Tape used to repair items.)

78003 ____ Uses words that change with accent. ("I ob/ject to that!" "Place the ob/ject on the table.")

78004 ____ Uses prefixes and suffixes to change word meanings. (Semi-liquid, semi-annual.)

_____ 800 **Time/Identity Signal Words:** Interpretation of certain words or phrases which identify or answer questions.

80001 ____ Determines meaning of pronoun referents (they, it, etc.).

80002 ____ Identifies (1) who, (2) what, (3) when, (4) where, (5) how.

_____ 820 **Word Meanings:** Verbal expression of associated concept.

82001 ____ Identifies synonyms (speak-talk, correct-right).

82002 ____ Identifies homonyms (see-sea, cent-sent-scent).

82003 ____ Identifies antonyms, word opposites (in-out, up-down).

82004 ____ Identifies abstract word meanings. ("Our trip took 5 hours and 40 *minutes.*" "Our trip took about 8 hours.")

82005 ____ Uses technical vocabulary of content areas.

_____ 840 **Context:** Utilizing order of symbols and/or surrounding words as a clue to meaning.

84001 ____ Uses new word definition.

84002 ____ Uses synonym or new word.

84003 ____ Uses comparison/contrast with new word.

84004 ____ Uses comparison/contrast in a paragraph.

84005 ____ Uses comparison/contrast in a paragraph.

84006 ____ Uses comparison/contrast in longer discourse.

STUDY SKILLS

READING THE THE CONTENT AREA:

_____ 860 **Appropriate Reading Speed:** Survey to determine necessary reading speed (w.p.m. = words per minute) depending upon the purpose.

86001 ____ Studies carefully complex material (100-300 w.p.m.).

86002 ____ Reads easier material for pleasure (over 300 w.p.m.).

86003 ____ Skims for key words, specific concept, main idea (over 700 w.p.m.).

86004 ____ Scans for detail, general content. Verifies facts without reading all the text (700 w.p.m. + practice increasing speed.).

_____ 880 **Follow Directions:** The performance of a task read.

88001 ____ Uses technical vocabulary of a subject area, following printed directions.

88002 ____ Follows multiple sequential directions.

_____ 900 **Chart/Graph/Map Reading:** Analysis of symbols and translation into a meaning.

Constructs or utilizes the following:

90001 ____ Chemical elements (organic/inorganic)

90002 ____ Mathematical progressions

90003 ____ Flow charts for planning

90004 ____ Diagrams/timelines

90005 ____ Schedules (air, railroad, bus)

90006 ____ Road maps

90007 ____ Projections

90008 ____ Topical / geographic maps

_____ 920 **Locational Skills:** Appropriate use of resource materials.

92001 ____ Uses dictionary/encyclopedia

1. Alphabetical order—1st letters
1st two letters

2. Word groups—first half A-L, second half M-Z

3. Guide words

4. Entry words—Phonetic keys

5. Index, glossary, table of contents

92002 ____ Uses telephone directory

92003 ____ Uses newspapers

92004 ____ Uses library references

1. Reader's Guide

2. Atlas.

3. Dewey Decimal System

4. Resource files

_____ 940 **Organizing:** Arrangement of details in logical order.

94001 ____ Takes notes (record source by author, title, page).

94002 ____ Uses outline format.

94003 ____ Records bibliography.

94004 ____ Uses study method such as "Survey-Question-Read-Recite-Review." (SQ3R)

94005 ____ Summarizes

94006 ____ Uses footnotes.

94007 ____ Uses cross-references.

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STATE OF SOUTH CAROLINA

SKILLS LOGSHEET FOR MIGRANT STUDENTS: **ORAL LANGUAGE**

STUDENT NAME _____ GRADE ____ STUDENT # _____ MNE _____

DISTRICT # _____ SCHOOL _____ TEACHER _____ DATE _____ 19 ____

INSTRUCTIONS: At time of withdrawal, report the three (3) subtopics most recently studied.

02—LISTENING COMPREHENSION

10—ORAL DIRECTIONS: Performing a task from oral instructions.

Demonstrate performances:

_____ 020 Simple: One step.

_____ Follow a one-step oral instruction. (sit down/stand up)

_____ 040 Complex: Two or more steps.

_____ Follow two or more step oral instructions. (Go to the desk and bring me the pencil.)

20—RECALL: Accurately remembering and relating what was said.

_____ 060 Main Idea: Relate the most important main thought or idea. Listen to and relate the main idea of a:

_____ Sentence

_____ Paragraph

_____ Story

_____ 080 Sequence: Relate ideas which follow one another in specific order.

Listen to and relate the chronological sequence of events of a:

_____ Compound sentence

_____ Paragraph

_____ Story

_____ 100 Relevant Details: Relate expressions to support and develop a main idea.

Listen to and relate details which support and develop the main idea of a:

_____ Sentence

_____ Paragraph

_____ Story

30—RELATIONSHIPS: Connections among ideas or thoughts.

Listen to and identify relationships:

_____ 120 Cause/Effect: A pattern of organization in which one action is the direct result of another action.

_____ Relate the cause of an event from a sentence or story. (wound)

(wound) and broke a leg. Since it was cold the boys were sweaters.

_____ Relate the effect of an event from a sentence or story. (effect)

It rained and (effect). Mary was crying because she cut her finger.

_____ 140 Comparison/Contrast: A pattern of organization in which similarities and differences are noted in objects, persons, and places.

_____ Relate similarities in objects, persons, places. (You are just like my Grandma.)

_____ Relate differences in objects, persons, places. (This town is different from where I lived before.)

_____ 160 Inference: Reasoning or extending meaning after listening.

_____ Draw conclusions from information presented. (The sun is getting cooler. The sun is sinking over the horizon. Conclusion: Day is ending.)

_____ Predict what is likely to happen next in a sequence of events. (Teacher reads a story and stops at an exciting place. Students predict what will happen next.)

12-CRITICAL LISTENING

10—EVALUATION: Examining and judging what has been heard.

_____ 180 Propaganda Techniques: Persuading someone to adopt or support certain ideas, attitudes, or actions.

Recognize the following propaganda influences:

_____ Stereotyping (Florida is always warm.)

_____ Testimonial (Eat Wheaties and you'll be an Olympic champion.)

_____ Bandwagon (Everybody drinks Koolaid.)

_____ 200 Fact/Opinion/Fantasy: Determining whether something heard is fact (exists), or opinion (judgement), or fantsy (imagined).

Listen to and evaluate whether a statement is a:

_____ Statement of fact (Ocean water is salty.)

_____ Opinion (Swimming in ocean water is good for your health.)

_____ Fantasy (Mermaids live in the ocean.)

22-PERSONAL LISTENING

10—SELF-SELECTED, CREATIVE LISTENING: Choosing something to listen to for enjoyment.

Select one or more of the following for personal listening.

_____ 220 Records, tapes (stories, plays, music)

_____ 240 Television

_____ 260 Storytelling time

32-ORAL EXPRESSION

10—FUNCTIONAL COMMUNICATION: Purposeful, planned use of language.

_____ 300 Describing: Depict verbally an object, action, or relationship.

_____ List characteristics of a person, place, or object.

_____ Describe an action or event.

_____ Express ownership or possession.

_____ Compare and contrast persons, places, objects, or actions.

_____ 320 Discussing: Exchange information or opinions through verbal interaction.

_____ Talk and interact about topics.

_____ Convince others to agree with a position or statement.

_____ Elicit information, as in an interview situation.

_____ 340 Reporting: Give a narrative account.

_____ Tell about an activity or event using proper sequence.

_____ Identify the probable cause of a situation.

_____ Identify the likely outcome of an action.

_____ 360 Retelling: Repeat information which was heard.

_____ Repeat exactly what was heard.

_____ Retell in own words.

_____ Organize and briefly retell.

_____ Report indirect speech.

_____ 380 Giving Directions: Tell how to do something.

_____ Find a location.

_____ Make something.

_____ Conduct an activity.

20—CREATIVE COMMUNICATION: Spontaneous use of oral language.

_____ 390 Self-expression: Communicate needs and feelings.

_____ Express physical needs and wants.

_____ Express emotions and wishes.

_____ 400 Storytelling: Relate an original story or incident for the purpose of entertaining.

_____ 420 Retelling for Entertainment: Repeat an incident, joke.

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42-VOCABULARY DEVELOPMENT

10—BASIC: *Fundamental and key words.*

_____ 410 **Nouns:** Words used to name objects, persons, and places.

Recognize and name:

- _____ Common objects (ball, horse)
- _____ Persons (John Pérez, policeman)
- _____ Places (Ohio River, desert)

Classify:

- _____ Common objects (dog, cat—animals)
- _____ Persons (fireman, doctor—community helpers)
- _____ Places (New York, Los Angeles—cities)

Form plurals of:

- _____ Regular nouns (dog, dogs)
- _____ Irregular nouns (mouse, mice)

_____ 420 **Pronouns:** Words used in place of nouns.

- _____ Use pronouns as subjects. (He ran home.)
- _____ Use pronouns as objects. (The dog chased her.)
- _____ Use demonstrative pronouns. (This is a ball.)

_____ 430 **Verbs:** Words used to express action or a condition of being.

Express actions in everyday life with:

- _____ Present form (We eat breakfast every morning.)
- _____ Past-regular verb (Betty walked to the store.)
- _____ Past-irregular verb (Jim ran home.)
- _____ Present progressive (She is reading a book.)
- _____ Future (He is going to eat lunch.) (She will come soon.)
- _____ Verbs of being (She seems unhappy today.)

_____ 500 **Adjectives:** Words used to limit or tell something about a noun.

- _____ Use one adjective to describe an object, person, or place. (A brown horse.)
- _____ Use two or more adjectives to describe an object, person, or place. (A large, brown horse.)
- _____ Use comparative adjectives. (big, bigger, biggest.)
- _____ Use demonstrative adjectives. (These horses.)

_____ 520 **Adverbs:** Words used to modify verbs, adjectives, or other adverbs.

- _____ Describe the manner in which action is performed. (He walked quickly.)
- _____ Describe the time when an action is performed. (She left yesterday.)
- _____ Describe the frequency with which an activity occurs. (They never go to the movies.)

_____ 540 **Prepositions:** Words used to indicate the relation of a noun or pronoun to another noun or pronoun.

- _____ Locate objects, persons, or places in relation to something else.
  The book is (on, in, over, above) the desk.

_____ 560 **Conjunctions:** Words that join or link other words, phrases, or sentences.

- _____ Join words in a series.
  (They brought ice cream and cake.)
- _____ Express opposition.
  (Tom is tall, but John is short.)

30—EXPANDED: *Refine and extend basic vocabulary.*

_____ 580 **Categories:** Classification of words by characteristics or groups.

- _____ Discover and organize groups of words by common features.
  (Ford, Chevy, Cadillac -- cars)

_____ 600 **Synonyms:** Words that are alike in meaning or significance.

- _____ Discover and use synonyms for known words.
  The mouse (ran, scurried, dashed) across the room.

_____ 620 **Antonyms:** Words that are opposite in meaning or significance.

- _____ Discover and use words that are antonyms for known words.
  (day/night, morning/evening)

_____ 640 **Multiple-Meaning Words:** Words that have different meanings according to usage.

- _____ Select appropriate meaning of a word according to context. (The rose is red. She rose from the chair.)

_____ 660 **Figurative Language:** Words and phrases that form a meaning other than the literal meaning of components.

- _____ Interpret meaning of expressions such as: "blanket of fog," "White as snow."

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STATE OF SOUTH CAROLINA

SKILLS LOGSHEET FOR MIGRANT STUDENTS: **MATH (K - 3)**

STUDENT NAME _____ GRADE ____ STUDENT # _____ MNE _____

DISTRICT # _____ SCHOOL _____ TEACHER _____ DATE _____ 19 ____

INSTRUCTIONS: At time of withdrawal, report the three (3) skills most recently studied.

READINESS

RECOGNITION OF PROPERTIES

001 Color as a Property

_____ 00101A The word "color"

_____ 00101B Objects differentiated by color

004 Shape as a Property

_____ 00401A The word "shape"

_____ 00401B Objects differentiated by shape

007 Dimension as a Property

_____ 00701A A description of dimensionality

_____ 00701B Objects differentiated by 2-D vs. 3-D

DIVISIONS WITHIN PROPERTIES

010 Primary Colors

_____ 01001A Name of a primary color (red, blue, yellow)

_____ 01001B An object having a particular primary color

013 2-D Shapes

_____ 01301A Name of a 2-D shape (circle, square, rectangle, triangle)

_____ 01301B Objects having a particular 2-D shape

016 3-D Shapes

_____ 01601A Name of a 3-D shape (sphere, cube, cone)

_____ 01601B Objects having a particular 3-D shape

019 Line Segments Forming Shapes

_____ 01901A A 2-D shape

_____ 01901B A given number of line segments

023 Angle Magnitude

_____ 02301A A number of angles formed with a single pair of equal line segments.

_____ 02301B A number of angles formed with a single pair of unequal line segments.

026 Real - World Shapes

_____ 02601A Real-world shapes

_____ 02601B Symbolic geometric shapes

029 Simple Spatial Relations

_____ 02901A Name of a spatial relation (right-left / above-below / in-out / beside / in front-behind)

_____ 02901B Objects having a given spatial relation (right-left, above-below, in-out, beside, in front-behind)

COMPARISONS WITHIN PROPERTIES

031 Simple Temporal Relations

_____ 03101A Name of a temporal relation (before, during, after)

_____ 03101B An example of a temporal relation

034 Size Relations

_____ 03401A Name of a size (area) relation (small-large, smaller-larger, smallest-largest)

_____ 03401B Objects having size (area) difference

037 Weight Relations

_____ 03701A Name of a weight relation (light-heavy, lighter-heavier, lightest-heaviest)

_____ 03701B Objects having weight difference

040 Length Relations

_____ 04001A Name of a length relation (short-long, shorter-longer, shortest-longest)

_____ 04001B Objects having length difference.

043 Volume Relations

_____ 04301A Name of a volume relation (more-less, more full-less full, most full-least full)

_____ 04301B Differing volumes

046 Simple Ordinal Relations

_____ 04601A Name of an order relation ship (first, last, between)

_____ 04601B Objects occupying a given relative position

PARTITIONING (GROUPING)

049 By Color

_____ 04901A Objects grouped by color

_____ 04901B Name of one of the colors used in grouping objects

052 By 2-D Shape

_____ 05201A Objects grouped by (2-D) shape (triangle, square, circle, rectangle)

_____ 05201B Name of one of shapes used in grouping objects

055 By 3-D Shape

_____ 05501A Objects grouped by (3-D) shape (cone, cube, tetrahedron, cylinder)

_____ 05501B Name of one of the (3-D) shapes used in grouping objects.

ORDERING

058 By Size (Area)

_____ 05801A Objects ordered by size (area)

_____ 05801B That size (area) was used to order objects

061 By Weight

_____ 06101A Objects ordered by weight

_____ 06101B That weight was used to order objects

064 By Length

_____ 06401A Objects ordered by length

_____ 06401B That length was used to order objects

067 By Volume

_____ 06701A Objects ordered by volume

_____ 06701B That volume was used to order objects

NUMBER MEANING

BASIC

070 Numeral and Associated Word Names

_____ 07001A The numerals 0 - 9

_____ 07001B Word names "zero" ..."nine"

_____ 07005A The numerals 10, 20, 30 ... 100

_____ 07005B Word names "ten," "twenty" ... "one hundred"

073 Signs (<, >, =) and Associated Word Names

_____ 07301 A collection of pairs of whole numbers

_____ 07306A The symbols " =," "<," ">"

_____ 07306B Word names "equal to," "less than," and "greater than"

076 Ordination

_____ 07601A A row of ten objects

_____ 07601B The name of an ordinal position (first, second ... tenth)

079 Counting

_____ 07901A Arrays of the numerals 1-10

_____ 07901B Arrays of the numerals 1-100

_____ 07901C Arrays of the numerals 1-100,000

WHOLE NUMBERS

BASIC CHARACTERISTICS

082 Place Value

_____ 08201 A single digit numeral (0-9)

_____ 08205A A two digit numeral (10-99)

_____ 08205B A place value name (ones, tens) and a two digit numeral

_____ 08203A A three digit numeral (100-999)

_____ 08203B A place value name (ones, tens, or hundreds) and a three digit numeral

_____ 08204A A four digit numeral (1,000-9,999)

_____ 08204B A place value name (ones, tens, hundreds, or thousands) and a four digit numeral

_____ 08205A A five (or more) digit numeral (10,000...)

_____ 08205B Place value names (ones, tens, hundreds, thousands, ten-thousands) and a five (or more) digit numeral

086 Expanded Notation

_____ 08601A A two digit numeral—Identifies (using word names)

_____ 08601B A two digit numeral—Identifies (using numerals)

_____ 08601C An expanded notation form (using word names) of a two digit numeral

_____ 08606A A three digit numeral—Identifies (using word names)

_____ 08606B A three digit numeral —Identifies (using numerals)

_____ 08606C An expanded notation form (using word names) of a three digit numeral

_____ 08603A A number greater than 1,000—Identifies (using word names)

_____ 08603B A number greater than 1,000—Identifies (using numerals)

_____ 08603C An expanded notation form (using word names) of a number greater than 1,000

089 Number Lines

_____ 08901 A number line representation of the whole numbers 1 through 10, with numbers missing

_____ 08902 A number line

_____ 08903 Several positive and negative numbers and zero on a number line

_____ 08904A Unlabeled point in a sequence of labeled points on a rational number line

_____ 08904B The name of a rational number and a rational number line

_____ 08905 A positive or negative whole number (—15 to + 15)

94

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WHOLE NUMBERS

BASIC CHARACTERISTICS (cont.)

091 Even / Odd Numbers

_____ 09101A A collection of numbers (between 1 and 1,000)

_____ 09101B The names "even" or "odd" and a group of numbers

094 Composite Prime Numbers

_____ 09401A A definition of prime numbers

_____ 09401B A list containing both prime and composite numbers

ADDITION

097 Terms ("Sum," etc.) and Signs (" + ")

_____ 09701A An example of an addition problem

_____ 09701B The names of terms used in addition (sum, addend)

_____ 09701C The operation sign for addition

100 Associative, Commutative Relations

_____ 10001 An example of an associative relation

_____ 10002 An example of a commutative relation

103 Estimation of Column Addition

_____ 10301 An addition sentence with four or more addends and a missing sum

_____ 10302 An addition sentence with four or more addends and an estimated sum

106 Expanded Notation Form

_____ 10601A An addition sentence (involving no regrouping)

_____ 10601B An addition sentence (involving no regrouping) in expanded notation form

_____ 10602A An addition sentence (involving regrouping)—expanded notation

_____ 10602B An addition sentence (involving regrouping—number sentence

109 Using Word Names

_____ 10901A An addition number sentence using word names

_____ 10901B A number sentence using numerals

115 On a Number Line

_____ 11501A A number line representation of an addition number sentence

_____ 11501B An addition number sentence

118 Basic Addition Facts

_____ 11801 1 digit + 1 digit = sum less than 10

_____ 11802 1 digit + 1 digit = sum greater than or equal to 10

121 Two Addends, No Regrouping

_____ 12101 2 digits + 1 digit

_____ 12102 2 digits + 2 digits

_____ 12103 2 digit multiple of 10 + 2 digit multiple of 10

_____ 12104 3 digits + 3 digits

124 Two Addends, Regrouping

_____ 12401 2 digits + 1 digit

_____ 12402 2 digits + 2 digits

_____ 12403 2 digit multiple of 10 + 2 digit multiple of 10

_____ 12404 3 digits (with 0 in tens place + 2 digits)

_____ 12405 3 digits + 3 digits

127 Multiple Addends, Regrouping

_____ 12701 4 addends: Each addend is a multiple of 10 less than 100

_____ 12702 4 addends: Each addend is a multiple of 100

_____ 12703 4 addends with varying number of digits

SUBTRACTION

130 Terms and Signs

_____ 13001A The operation sign for subtraction

_____ 13001B The names "minus" and "difference"

133 Vertical Form

_____ 13301A A subtraction problem in vertical form

_____ 13301B A subtraction number sentence in horizontal form

137 As Inverse Addition

_____ 13701 An open number addition sentence with missing addend

141 Expanded Notation Solution — No Regrouping

_____ 14101A A subtraction number sentence

_____ 14101B A subtraction number sentence in expanded notation form

144 Expanded Notation Solution — Regrouping

_____ 14401A A subtraction number sentence

_____ 14401B An expanded notation solution to a subtraction problem

147 Number Line Subtraction

_____ 14701A A number line representation of a subtraction number sentence

_____ 14701B A subtraction number sentence

150 Using Word Names

_____ 15001A A subtraction number sentence using word names

_____ 15001B A subtraction number sentence using numerals

153 Computation Involving No Regrouping

_____ 15301 1 digit — 1 digit

_____ 15302 2 digits — 1 digit

_____ 15303 2 digits — 2 digits

_____ 15304 3 digits — 3 digits

_____ 15305 3 digits — 3 digits (with 0 in tens place)

_____ 15306 4 digits — 3 digits

MULTIPLICATION

159 Terms and Signs

_____ 15901A An example of a multiplication problem

_____ 15901B The names of terms used in multiplication

_____ 15901C The symbols for multiplication

171 Repeated Addition Sentence

_____ 17101A A multiplication problem involving two factors

_____ 17101B A repeated addition problem with identical addends

DIVISION

201 As Multiples of 10

_____ 20101 A division problem

204 Single digit Divisor and Dividend, Remainder = 0

_____ 20401 1 digit + 1 digit

APPLICATIONS

216 Addition Word Problems

_____ 21601A A word problem involving the addition of whole numbers—procedure

_____ 21601B A word problem involving the addition of whole numbers—number sentence

_____ 21601C A word problem involving the addition of whole numbers—answer

219 Subtraction Word Problems

_____ 21901A A word problem involving the subtraction of whole numbers—procedure

_____ 21901B A word problem involving the subtraction of whole numbers—number sentence

_____ 21901C A word problem involving the subtraction of whole numbers—answer

223 Multiplication Word Problems

_____ 22301A A word problem involving the multiplication of whole numbers—procedure

_____ 22301B A word problem involving the multiplication of whole numbers—number sentence

_____ 22301C A word problem involving the multiplication of whole numbers — answer

225 Division Word Problems

_____ 22501A A word problem involving the division of whole numbers — procedure

_____ 22501B A word problem involving the division of whole numbers — number sentence

_____ 22501C A word problem involving the division of whole numbers — answer

FRACTIONS

BASIC CHARACTERISTICS

243 Terms

_____ 24301A The terms "numerator" and "denominator"

_____ 24301B A fraction

248 Congruency of Shapes

_____ 24801 Shapes divided into congruent parts and divided into non-congruent parts

249 Physical Representations

_____ 24901 Objects or shapes divided into two, three, or four congruent parts

_____ 24902 An object or shape divided into two, three, or four congruent parts with one or more of the parts shaded or otherwise identified

_____ 24903 A fraction (½, ⅓, or ¼)

_____ 24904 A shape or object divided into two, three, or four congruent parts

_____ 24905 A fraction

_____ 24906 A number line marked by a sequence of fractions (with one missing) with the same denominator

MEASUREMENTS

LINEAR

456 Conversions, Metric Units

_____ 45601 A metric unit of linear measurement (km or m) and a sub-unit of the unit (m, cm, mm)

459 Measurement, Metric Units

_____ 45901A A line segment

_____ 45901B Several metric units of linear measurement

_____ 45902 A length expressed in metric units and subunits

462 Measuring Perimeter

_____ 46201 An English unit of linear measurement and a simple geometric shape

TIME

516 Names of Days and Months

_____ 51601 The name of a day of the week

_____ 51602 The name of month of the year

519 Units and Subunits of Clock Time

_____ 51901A A unit of time

_____ 51901B A number of subunits of time equal to a unit of time

522 Telling Time

_____ 52201A A display of clock hands showing an exact hourly time

_____ 52201B An exact hour of the day (seven o'clock, etc.)

_____ 52202A A display of clock hands showing a time in minutes (2:47, etc.)

_____ 52202B A time of day in minutes (9:30, etc.)

_____ 52203 A given hour of the day

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MEASUREMENTS

TEMPERATURE

525 Reading a Temperature Fahrenheit Gauge (F°)

_____ 52501A A temperature gauge graduated in degrees Fahrenheit

_____ 52501B A given temperature (F°)

526 Reading a Temperature Celsius Gauge (C°)

_____ 52601A A temperature gauge graduated in degrees Celsius

_____ 52601B A given temperature (C°)

_____ 52602A (F° or C°) temperature gauge with a temperature below, at, or above the freezing point of water.

_____ 52602B (F° or C°) temperature gauge with a temperature below, at, or above the boiling point of water.

MONEY

537 Names of U.S. Coins and Their Values

_____ 53701A Any one of 5 different U.S. coins

_____ 53701B The name of any U.S. coin from a collection of coins of different value

_____ 53702A Any U.S. coin

_____ 53702B A value in cents (1c, 5c, 10c, 25c, 50c)

540 Value of U.S. Bills

_____ 54001A A U.S. bill ($1, $5, $10, $20)

_____ 54001B A value in dollars corresponding to a U.S. bill (one, five, ten or twenty dollars)

543 Ordering U.S. Coins

_____ 54301 *Five different* U.S. coins

_____ 54302 Several collections of money, each of whose value is < $5

SETS

SINGLE SETS

615 Concept of a Set

_____ 61501 A collection of similar objects

618 Elements

_____ 61801A The words "element of"

_____ 61801B The symbol denoting "element of" (∈)

_____ 61801C A collection of similar and unlike objects

621 Set Notation for Single Sets

_____ 62101A A collection of objects

_____ 62101B Set notation describing a (small) set

624 Set Cardinality

_____ 62401A A finite set of objects

_____ 62401B A cardinal number

_____ 62402 An infinite collection of entities

627 Empty Set

_____ 62701A An empty set

_____ 62701B Symbol for an empty (null) set

SET RELATIONS

643 One - to - One

_____ 64301A The relation name "one-to-one"

_____ 64301B Sets having a one-to-one relation

645 Many-One

_____ 64501A The relation name "N-to-one" or "many-one"

_____ 64501B Sets have an N-to-one (or many-one) relationship

648 One-Many

_____ 64801A The relation name "one-many"

_____ 64801B Sets having a one-many relation

651 Many-Many

_____ 65101A The relation name "many-many"

_____ 65101B Sets having a many-many relation

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STATE OF SOUTH CAROLINA

SKILLS LOGSHEET FOR MIGRANT STUDENTS: **MATH (4 - 6)**

STUDENT NAME _____ GRADE ____ STUDENT # _____ MNE _____

DISTRICT # _____ SCHOOL _____ TEACHER _____ DATE _____ 19 ____

INSTRUCTIONS: At time of withdrawal, report the three (3) skills most recently studied.

NUMBER MEANING

BASIC

070 Numerals and Associated Word Names

_____ 07001A The numerals 0 - 9
_____ 07001B Word names "zero" . . . "nine"
_____ 07002A The numerals 10, 20, 30 . . . 100
_____ 07002B Word names "ten," "twenty," . . . "one hundred"

073 Signs (<, >, =) and Associated Word Names

_____ 07301 A collection of pairs of whole numbers
_____ 07302A The symbols "=," "<," ">"
_____ 07302B Word names "equal to," "less than," and "greater than"

076 Ordination

_____ 07601A A row of ten objects
_____ 07601B The name of an ordinal position (first, second . . . tenth)

079 Counting

_____ 07901A Arrays of the numerals 1 - 10
_____ 07901B Arrays of the numerals 1 - 100
_____ 07901C Arrays of the numerals 1 - 100,000

WHOLE NUMBERS

BASIC CHARACTERISTICS

081 Place Value

_____ 08101 A single digit numeral (0 - 9)
_____ 08102A A two digit numeral (10 - 99)
_____ 08102B A place value name (ones, tens) and a two digit numeral
_____ 08103A A three digit numeral (100 - 999)
_____ 08103B A place value name (ones, tens, or hundreds) and a three digit numeral
_____ 08104A A four digit numeral (1000 - 9999)
_____ 08104B A place value name (ones, tens, hundreds, or thousands) and a four digit numeral
_____ 08105A A five (or more) digit numeral (10,000-...)
_____ 08105B Place value names (ones, tens, hundreds, thousands, ten-thousands) and a five (or more) digit numeral

085 Expanded Notation

_____ 08501A A two digit numeral —expanded form (using word names)
_____ 08501B A two digit numeral —expanded form (using numerals)
_____ 08501C An expanded notation form (using word names) of a two digit numeral
_____ 08502A A three digit numeral —expanded form (using word names)
_____ 08502B A three digit numeral —expanded form (using numerals)
_____ 08502C An expanding notation form (using word names) of a three digit numeral
_____ 08503A A number greater than 1,000 —expanded form (using word names)
_____ 08503B A number greater than 1,000 —expanded form (using numerals)
_____ 08503C An expanded notation form (using word names) of a number greater than 1,000

088 Number Line

_____ 08801 A number line representation of the whole numbers 1 through 10, with numbers missing
_____ 08802 A number line
_____ 08803 Several positive and negative numbers and zero on a number line
_____ 08804A Unlabeled point in a sequence of labeled points on a rational number line
_____ 08804B The name of a rational number and a rational number line
_____ 08805 A positive or negative whole number (-15 to + 15)

091 Even/Odd Numbers

_____ 09101A A collection of numbers (between 1 and 1,000)
_____ 09101B The names "even" and "odd" and a group of numbers

094 Composite/Prime Numbers

_____ 09401A A definition of prime numbers
_____ 09401B A list containing both prime and composite numbers

ADDITION

097 Terms ("Sum," etc.) and Signs (" + ")

_____ 09701A An example of an addition problem
_____ 09701B The names of terms used in addition (sum, addend)
_____ 09701C The operation sign for addition

100 Associative, Commutative Relations

_____ 10001 An example of an associative relation
_____ 10002 An example of a commutative relation

103 Estimation of Column Addition

_____ 10301 An addition sentence with four or more addends and missing sum
_____ 10302 An addition sentence with four or more addends and an estimated sum

106 Expanded Notation Form

_____ 10601A An addition sentence (involving no regrouping)
_____ 10601B An addition sentence (involving no regrouping) in expanded notation form
_____ 10602A An addition sentence (involving regrouping)—expanded notation
_____ 10602B An addition sentence (involving regrouping)—number sentence

109 Using Word Names

_____ 10901A An addition number sentence using word names
_____ 10901B A number sentence using numerals

113 Vertical Form Addition

_____ 11301A An addition problem in vertical form
_____ 11301B An addition number sentence in horizontal form

113 On a Number Line

_____ 11501A A number line representation of an addition number sentence
_____ 11501B An addition number sentence

118 Basic Addition Facts

_____ 11801 1 digit + 1 digit = sum less than 10
_____ 11802 1 digit + 1 digit = sum greater than or equal to 10

121 Two Addends, No Regrouping

_____ 12101 2 digits + 1 digit
_____ 12102 2 digits + 2 digits
_____ 12103 2 digit multiple of 10 + 2 digit multiple of 10
_____ 12104 3 digits + 3 digits

124 Two Addends, Regrouping

_____ 12401 2 digits + 1 digit
_____ 12402 2 digits + 2 digits
_____ 12403 2 digits multiple of 10 + 2 digit multiple of 10
_____ 12404 3 digits (with 0 in tens place) + 2 digits
_____ 12405 3 digits + 3 digits

127 Multiple Addends, Regrouping

_____ 12701 4 addends: Each addend is a multiple of 10 less than 100
_____ 12702 4 addends: Each addend is a multiple of 100
_____ 12703 4 addends with varying number of digits

SUBTRACTION

130 Terms and Signs

_____ 13001A The operation sign for subtraction
_____ 13001B The names "minus" and "difference"

133 Vertical Form

_____ 13301A A subtraction problem in vertical form
_____ 13301B A subtraction number sentence in horizontal form

137 As Inverse Addition

_____ 13701 An open number addition sentence with missing addend

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WHOLE NUMBERS

SUBTRACTION (cont.)

141 Expanded Notation Solution—No Regrouping

_____ 14101A A subtraction number sentence
_____ 14101B A subtraction number sentence in expanded notation form

144 Expanded Notation Solution—Regrouping

_____ 14401A A subtraction number sentence
_____ 14401B An expanded notation solution to a subtraction problem

147 Number Line—Subtraction

_____ 14701A A number line representation of a subtraction number sentence
_____ 14701B A subtraction number sentence

150 Using Word Names

_____ 15001A A subtraction number sentence using word names
_____ 15001B A subtraction number sentence using numerals

153 Computation Involving No Regrouping

_____ 15301 1 digit - 1 digit
_____ 15302 2 digits - 1 digit
_____ 15303 2 digits - 2 digits
_____ 15304 3 digits - 3 digits
_____ 15305 3 digits - 3 digits (with 0 in tens place)
_____ 15306 4 digits - 3 digits

156 Computation Involving Regrouping

_____ 15601 2 digits - 2 digits
_____ 15602 3 digits - 3 digits
_____ 15603 3 digits - 3 digits (two regroupings)
_____ 15604 3 digits (with 1 in tens place) - 3 digits (two regroupings)
_____ 15605 3 digits (with 0 in tens place) - 3 digits (two regroupings)
_____ 15606 4 digits - 3 digits (two regroupings)
_____ 15607 4 digits (with 0 in tens and hundreds place) - 3 digits (repeating regrouping)
_____ 15608 6 digits or less - 6 digits or less (repeated regrouping)

MULTIPLICATION

159 Terms and Signs

_____ 15901A An example of a multiplication problem
_____ 15901B The names of terms used in multiplication

162 Vertical Form

_____ 16201 A multiplication problem in vertical form

165 Represented as Physical Models

_____ 16501A An array of objects or dots
_____ 16501B A multiplication sentence involving whole numbers

168 Incomplete Multiplication Sentences

_____ 16801A A multiplication sentence with a missing term or operation symbol
_____ 16801B A multiplication sentence involving whole numbers with the product missing

171 Repeated Addition Sentences

_____ 17101A A multiplication problem involving two factors
_____ 17101B A repeated addition problem with identical addends

174 On a Number Line

_____ 17401A A number line representation of a product
_____ 17401B A multiplication sentence

177 Distributive, Associative, Commutative Relations

_____ 17701 An example of the distributive property
_____ 17702 An example of the associative property of multiplication
_____ 17703 An example of the commutative property of multiplication

180 Basic Facts

_____ 18001 1 digit (0-9) × 1 digit (0-9)

183 Involving No Regrouping

_____ 18301 2 digits × 1 digit
_____ 18302 2 digits (multiple of ten) × 1 digit
_____ 18303 3 digits × 1 digit
_____ 18304 3 digits (zero in tens place) × 1 digit
_____ 18305 3 digits (multiple of 100) × 1 digit
_____ 18306 2 digits × 2 digits
_____ 18307 3 digits × 2 digits
_____ 18308 3 digits (zero in tens place)
_____ 18309 3 digits × 3 digits
_____ 18310 3 digits (zero in tens place)
_____ 18311 3 digits (multiple of 100) × 3 digits

186 Involving Regrouping

_____ 18601 2 digits × 1 digit
_____ 18602 3 digits (zero in tens place) × 1 digit
_____ 18603 2 digits × 2 digits
_____ 18604 3 digits × 2 digits
_____ 18605 3 digits (zero in tens place) × 2 digits
_____ 18606 3 digits × 3 digits
_____ 18607 3 digits (zero in tens place) × 3 digits

DIVISION

189 Terms and Signs

_____ 18901A An example of a division problem
_____ 18901B The names of terms used in division
_____ 18901C The symbols for division

192 As Repeated Subtraction

_____ 19201 A repeated subtraction problem

194 As An Equivalent Multiplication Sentence

_____ 19401A A division fact or sentence
_____ 19401B A multiplication fact or sentence

198 On a Number Line

_____ 19801A A number line representation of a division fact
_____ 19801B A division fact

198 As An Incomplete Division Sentence

_____ 19801 An open division sentence

201 As Multiples of 10

_____ 20101 A division problem

204 Single Digit Divisor and Dividend, Remainder = 0

_____ 20401 1 digit ÷ 1 digit

207 Single Digit Divisor and Dividend, Remainder > 0

_____ 20701 1 digit ÷ 1 digit

210 Multiple Digit Divisor or Dividend, Remainder = 0

_____ 21001 2 digits ÷ 1 digit
_____ 21002 2 digits ÷ 2 digits
_____ 21003 2 digits (multiple of 10) ÷ 2 digits (multiple of 10)
_____ 21004 3 digits ÷ 2 digits
_____ 21005 More than 3 digits ÷ 3 digits

213 Multiple Digit Divisor or Dividend, Remainder > 0

_____ 21301 2 digits ÷ 1 digit
_____ 21302 2 digits ÷ 2 digits
_____ 21303 3 digits ÷ 2 digits
_____ 21304 More than 3 digits ÷ 3 digits
_____ 21305 More than 3 digits (zero, tens, or hundreds) ÷ 3 digits

APPLICATIONS

216 Addition Word Problems

_____ 21601A A word problem involving the addition of whole numbers —procedure
_____ 21601B A word problem involving the addition of whole numbers —number sentence
_____ 21601C A word problem involving the addition of whole numbers —answer

219 Subtraction Word Problems

_____ 21901A A word problem involving the subtraction of whole numbers —procedure
_____ 21901B A word problem involving the subtraction of whole numbers —number sentence
_____ 21901C A word problem involving the subtraction of whole numbers —answer

222 Multiplication Word Problems

_____ 22201A A word problem involving the multiplication of whole numbers —procedure
_____ 22201B A word problem involving the multiplication of whole numbers —number sentence
_____ 22201C A word problem involving the multiplication of whole numbers —answer

225 Division Word Problems

_____ 22501A A word problem involving the division of whole numbers —procedure
_____ 22501B A word problem involving the division of whole numbers —number sentence
_____ 22501C A word problem involving the division of whole numbers —answer

228 Addition Using Devices

_____ 22801 A number greater than 1,000

231 Addition as Patterns

_____ 23101A An incomplete pattern of whole numbers generated by an operation of addition or subtraction
_____ 23101B A complete pattern of whole numbers generated by an operation of addition or subtraction
_____ 23102 Two whole numbers
_____ 23103 An incomplete Pascal's triangle

234 Mixed Operations (+, −, ×, ÷) Word Problems

_____ 23401A A word problem involving mixed operations (+, −, ×, ÷) on whole numbers —procedure
_____ 23401B A word problem involving mixed operations (+, −, ×, ÷) on whole numbers —number sentence
_____ 23401C A word problem involving mixed operations (+, −, ×, ÷) on whole numbers —answer

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WHOLE NUMBERS

APPLICATIONS (cont.)

217 Undivided Numbers

_____ 27701 A 3-digit number with the ones place blank —divisible by 3

_____ 27702 A 3-digit number with the ones place blank —divisible by 4

_____ 27703 A 3-digit number with the ones place blank —divisible by 6

_____ 27704 A 3-digit number with the ones place blank —divisible by 9

_____ 27705 A whole number —divided evenly

BASIC CHARACTERISTICS

243 Terms

_____ 24301A The terms "numerator" and "denominator"

_____ 24301B A fraction

246 Congruency of Shapes

_____ 24601 Shapes divided into congruent parts and divided into noncongruent parts

249 Physical Representations

_____ 24901 Objects or shapes divided into two, three, or four congruent parts

_____ 24902 An object or shape divided into two, three, or four congruent parts with one or more of the parts shaded or otherwise identified

_____ 24903 A fraction (½, ⅓, or ¼)

_____ 24904 A shape or object divided into two, three, or four congruent parts

_____ 24905 A fraction

_____ 24906 A number line marked by a sequence of fractions (with one missing) with the same denominator

252 Identification of Mixed vs. Improper Fractions

_____ 25201 Figures representing an improper fraction

255 Physical Representations of Mixed Number Fractions

_____ 25501 Areas representing fractions in mixed numeral form (wholes and fractional parts)

258 Ordering Fractions

_____ 25801 A collection of fractions with like denominators

_____ 25802 A collection of fractions with units as numerators and unlike denominators

_____ 25803 A collection of fractions with numerators greater than one and unlike denominators.

EQUIVALENT FRACTIONS

261 Prime Factoring

_____ 26101A A composite number

_____ 26101B A prime factorization

264 Simplifying Fractions

_____ 26401A A proper (reduced) fraction

_____ 26401B A proper (nonreduced) fraction

_____ 26402A An improper (reduced) fraction

_____ 26402B An improper (nonreduced) fraction

_____ 26403A A mixed (reduced) fraction

_____ 26403B A mixed (nonreduced) fraction

LCM AND GCF

267 Least Common Multiple (LCM)

_____ 26701A Two whole numbers less than 10 such that LCM is either of the numbers

_____ 26701B Three or more whole numbers such that LCM is any of the numbers

270 Greatest Common Factor (GCF)

_____ 27001 Two whole numbers such that the GCF is equal to one of the numbers

_____ 27002 Two whole numbers such that the GCF is not either of the numbers

_____ 27003 Two prime numbers

_____ 27004 Three or more whole numbers

ADDITION

273 Number line Representation

_____ 27301 A number line representation of addition of fractions with like denominators —Identifies number sentence

_____ 27302 A number line representation of addition of fractions with like denominators —Identifies sum

276 Like Denominators

_____ 27601 Each addend is proper, the denominators are equal, and each numerator equals 1

_____ 27602 Each addend is proper, the denominators are equal, and each numerator is greater than 1

_____ 27603 One addend is proper, one is improper, and the denominators are equal.

_____ 27604 One addend is proper, one is mixed, and the denominators are equal

_____ 27605 Both addends are improper, and the denominators are equal

_____ 27606 Both addends are mixed, the denominators are equal, and each numerator is 1

_____ 27607 Both addends are mixed, the denominators are equal, and each numerator is greater than 1

279 Unlike denominators—Least Common Denominator is One of the Denominators (LCD)

_____ 27901 Each addend is proper, the denominators are unequal, each numerator equal 1, and LDC is one of the denominators

_____ 27902 Each addend is proper, the denominators are unequal, each numerator is greater than 1, and LCD is one of the denominators

FRACTIONS

_____ 27903 One addend is proper, one is improper, the denominators are unequal, and LDC is one of the denominators

_____ 27904 One addend is proper, one is mixed, the denominators are unequal, and LCD is one of the denominators

_____ 27905 Both addends are improper, the denominators are unequal, and LCD is one of the denominators

_____ 27906 One addend is improper, one is mixed, the denominators are unequal, and LCD is one of the denominators

_____ 27907 Both addends are mixed, the denominators are unequal, each numerator is 1, and LCD is one of the denominators

_____ 27908 Both addends are mixed, the denominators are unequal, each numerator is greater than 1, and LCD is one of the denominators

282 Unlike Denominators—LCD is Neither Denominator

_____ 28201 Each addend is proper, the denominators are unequal, each numerator equals 1, and LCD is neither of the denominators

_____ 28202 Each addend is proper, the denominators are unequal, each numerator is greater than 1, and LCD is neither of the denominators

_____ 28203 One addend is proper, one is improper, the denominators are unequal, and LCD is neither of the denominators

_____ 28204 One addend is proper, one is mixed, the denominators are unequal, and LCD is neither of the denominators

_____ 28205 Both addends are improper, the denominators are unequal, and LCD is neither of the denominators

_____ 28206 One addend is improper, one is mixed, the denominators are unequal, and LCD is neither of the denominators

_____ 28207 Both addends are mixed, the denominators are unequal, each numerator is 1, and LCD is neither of the denominators

_____ 28208 Both addends are mixed, the denominators are unequal, each numerator is greater than 1, and LCD is neither of the denominators

SUBTRACTION

285 Number Line Representation

_____ 28501 A number line representation of the subtraction of like fractions—Number Sentence

_____ 28502 A number line representation of the subtraction of like fractions—Difference

288 Like Denominators

_____ 28801 Both fractions are proper, and the denominators are equal

_____ 28802 The first fraction is improper, the second is proper, and the denominators are equal

_____ 28803 The first fraction is mixed, the second is proper, and the denominators are equal (no borrowing)

_____ 28804 Both fractions are improper and the denominators are equal

_____ 28805 One fraction is improper, one is mixed and the denominators are equal

_____ 28806 Both fractions are mixed and the denominators are equal

291 Unlike Denominators—LCD is One Denominator

_____ 29101 Both fractions are proper, and the denominators are unequal, and LCD is one of the denominators

_____ 29102 The first fraction is improper, the second is proper, the denominators are unequal, and LCD is one of the denominators

_____ 29103 The first fraction is mixed, the second is proper, the denominators are unequal, and LCD is one of the denominators (no borrowing)

_____ 29104 The first fraction is mixed, the second is proper, the denominators are unequal, and LCD is one of the denominators (borrowing)

_____ 29105 Both fractions are improper, the denominators are unequal, and LCD is one of the denominators

_____ 29106 The first fraction is mixed, the second is improper, the denominators are unequal, and LCD is one of the denominators

_____ 29107 Both fractions are mixed, the denominators are unequal, and LCD is one of the denominators (no borrowing)

_____ 29108 Both fractions are mixed, the denominators are unequal, and LCD is one of the denominators (borrowing)

294 Unlike Denominators—LCD is Neither Denominator

_____ 29401 Both fractions are proper, the denominators are unequal, and LCD is neither of the of the denominators

_____ 29402 The first fraction is improper, the second is proper, the denominators are unequal, and LCD is neither of the denominators

_____ 29403 The first fraction is mixed, the second is proper, the denominators are unequal, and LCD is neither of the denominators (no borrowing)

_____ 29404 The first fraction is mixed, the second is proper, the denominators are unequal, and LCD is neither of the denominators (borrowing)

_____ 29405 Both fractions are improper, the denominators are unequal, and LCD is neither of the denominators

_____ 29406 One fraction is improper, one is mixed the denominators are unequal, and LCD is neither of the denominators

_____ 29407 Both fractions are mixed, the denominators are unequal, and LCD is neither of the of the denominators (no borrowing)

_____ 29408 Both fractions are mixed, the denominators are unequal, and LCD is neither of the denominators (borrowing)

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MEASUREMENT

LINEAR

447 Error of Measurement

_____ 44701 A linear measurement in English or metric units

_____ 44702 A measure and the greatest possible error of the measure and the accompanying linear measurement

450 Conversions, English Units

_____ 45001A An English unit of linear measurement and a subunit of the unit

_____ 45001B An English subunit of linear measurement

453 Measurement, English Units

_____ 45301A An English subunit of linear measurement

_____ 45301B Several English units of linear measurement and appropriate objects or line segments

456 Conversions, Metric Units

_____ 45601 A metric unit of linear measurement (km or m) and a subunit of the unit (m, cm, mm)

459 Measurement, Metric Units

_____ 45901A A line segment

_____ 45901B Several metric units of linear measurement

_____ 45902 A length expressed in metric units and subunits

481 Measuring Perimeter

_____ 48201 An English unit of linear measurement and a simple geometric shape

_____ 48202 A unit of metric linear measurement and a simple geometric shape

485 Scaling, Maps, and Drawings

_____ 48501 A scaled map

_____ 48502 A scaled drawing

_____ 48503 A scale drawing of a figure

_____ 48504 The dimensions of an object or simple geometric shape to be drawn

484 Computing Perimeter

_____ 48401 A simple geometric shape —Identifies a formula

_____ 48402 A simple geometric shape —Computes the perimeter

471 Word Problems (English Units and Subunits)

_____ 47101A A word problem involving linear measurements in units and subunits—Identifies conversions

_____ 47101B A word problem involving linear measurements in units and subunits—Computes sums or differences

474 Word Problems (Metric Units and Subunits)

_____ 47401A A word problem involving linear measurements in metric units and subunits—Identifies conversions

_____ 47401B A word problem involving linear measurements in metric units and subunits—Computes sums or differences

_____ 47402 A problem using applications of area, perimeter, or volume and the following types of measurement in the metric system: linear, square, and cubic

TIME

510 Names of Days and Months

_____ 51001 The name of a day of the week

_____ 51002 The name of a month of the year

519 Units and Subunits of Clock Time

_____ 51901A A unit of time

_____ 51901B A number of subunits of time equal to a unit of time

522 Telling Time

_____ 52201A A display of clock hands showing an exact hourly time

_____ 52201B An exact hour of the day (seven o'clock, etc.)

_____ 52202A A display of clock hands showing a time in minutes (2:47, etc.)

_____ 52202B A time of day in minutes (9:36, etc.)

_____ 52203 A given hour of the day

TEMPERATURE

525 Reading a Temperature Fahrenheit Gauge (F°)

_____ 52501A A temperature gauge graduated in degrees Fahrenheit

_____ 52501B A given temperature (F°)

528 Reading a Temperature Celsius Gauge (C°)

_____ 52801A A temperature gauge graduated in degrees Celsius

_____ 52801B A given temperature (C°)

_____ 52802A (F° or C°) temperature gauge with a temperature below, at, or above the freezing point of water.

_____ 52802B (F° or C°) temperature gauge with a temperature below, at, or above the boiling point of water.

MONEY

537 Names of U.S. Coins and Their Values

_____ 53701A Any one of 5 different U.S. coins

_____ 53701B The name of any U.S. coin and a collection of coins of different values

_____ 53702A Any U.S. coin

_____ 53702B A value in cents (1¢, 5¢, 10¢, 25¢, 50¢)

540 Value of U.S. Bills

_____ 54001A A U.S. bill ($1, $5, $10, $20)

_____ 54001B A value in dollars corresponding to a U.S. bill (one, five, ten, or twenty dollars)

543 Ordering U.S. Coins

_____ 54301 Five different U.S. coins

_____ 54302 Several collections of money, each of whose value is ≤ $5

546 Converting between Equivalent Money Values

_____ 54601 A collection of money whose value is ≤ $5

_____ 54602 Any U.S. coin ≥ 1¢

_____ 54603 A combination of U.S. coins equal to 5¢, 10¢, 25¢, or 50¢

549 Value of Collections of U.S. Money

_____ 54901A A collection of coins and U.S. bills totaling ≤ $5

_____ 54901B A value of money expressed as dollars and cents ($____.__) ≤ $5

552 Addition Problems Involving Money

_____ 55201A An addition problem involving money using the word names of the coins and bills —Identifies conversions

_____ 55201B An addition problem involving money using the word names of the coins and and bills —Computes sum

555 Subtraction Problems Involving Money

_____ 55501A A subtraction problem involving money using word names of the coins and bills —Identifies conversions

_____ 55501B A subtraction problem involving money using word names of the coins and bills —Computes the difference

PROBABILITY AND STATISTICS

BASIC GRAPHS

603 Tallying

_____ 60301A A collection of marks tallied by 2s, 3s, 4s, or 5s

_____ 60301B A whole number

606 Bar Graphs

_____ 60601A A bar graph representing a set of data

_____ 60601B A set of data

609 Data Tables

_____ 60901 A set of data in tabular form

612 Line Graphs

_____ 61201 A line graph

SETS

SINGLE SETS

615 Concept of a Set

_____ 61501 A collection of similar objects

618 Elements

_____ 61801A The words "element of"

_____ 61801B The symbol denoting "element of" (∈)

_____ 61801C A collection of similar and unlike objects

621 Set Notation for Single Set

_____ 62101A A collection of objects

_____ 62101B Set notation describing a (small) set

624 Set Cardinality

_____ 62401A A finite set of objects

_____ 62401B A cardinal number

_____ 62402 Given a description of an infinite set

627 Empty Set

_____ 62701A A set containing no elements

_____ 62701B Symbol for the empty (null) set

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STATE OF SOUTH CAROLINA

SKILLS LOGSHEET FOR MIGRANT STUDENTS: **MATH (7 - 9)**

STUDENT NAME _____ GRADE ____ STUDENT # _____ MNE _____

DISTRICT #_____ SCHOOL_____ TEACHER_____ DATE_____ 19____

INSTRUCTIONS: At time of withdrawal, report the three (3) skills most recently studied.

WHOLE NUMBERS

BASIC CHARACTERISTICS

082 Place Value

_____ 08201 A single digit numeral (0 - 9)
_____ 08202A A two digit numeral (10 - 99)
_____ 08202B A place value name (ones, tens) and a two digit numeral
_____ 08203A A three digit numeral (100 - 999)
_____ 08203B A place value name (ones, tens, hundreds) and a three digit numeral
_____ 08204A A four digit numeral (1,000 - 9,999)
_____ 08204B A place value name (ones, tens, hundreds, or thousands) and a four digit numeral
_____ 08205A A five (or more) digit numeral (10,000 - . . . .)
_____ 08205B Place value names (ones, tens, hundreds, thousands, ten-thousands) and a five (or more) digit numeral

085 Expanded Notation

_____ 08501A A two digit numeral — (using word names)
_____ 08501B A two digit numeral — (using numerals)
_____ 08501C An expanded notation form (using word names) of a two digit numeral
_____ 08502A A three digit numeral — (using word names)
_____ 08502B A three digit numeral — (using numerals)
_____ 08502C An expanded notation form (using word names) of a three digit numeral
_____ 08503A A number greater than 1,000 — (using word names)
_____ 08503B A number greater than 1,000 — (using numerals)
_____ 08503C An expanded notation form (using word names) of a number greater than 1,000

088 Number Line

_____ 08801 A number line representation of the whole numbers 1 through 10, with numbers missing
_____ 08802 A number line
_____ 08803 Several positive and negative numbers and zero on a number line
_____ 08804A Unlabeled point in a sequence of labeled points on a rational number line
_____ 08804B The name of a rational number and a rational number line
_____ 08805 A positive or negative whole number (-15 to + 15)

091 Even/Odd Numbers

_____ 09101A A collection of numbers (between 1 and 1000)
_____ 09101B The names "even" and "odd" and a group of numbers

094 Composite/Prime Numbers

_____ 09401A A definition of prime numbers
_____ 09401B A list containing both prime and composite numbers

ADDITION

097 Terms ("Sum," etc.) and Signs (" + ")

_____ 09701A An example of an addition problem
_____ 09701B The names of terms used in addition (sum, addend)
_____ 09701C The operation sign for addition

100 Associative, Commutative Relations

_____ 10001 An example of an associative relation
_____ 10002 An example of a commutative relation

103 Estimation of Column Addition

_____ 10301 An addition sentence with four or more addends and a missing sum
_____ 10302 An addition sentence with four or more addends and an estimated sum

104 Expanded Notation Form

_____ 10401A An addition sentence (involving no regrouping)
_____ 10401B An addition sentence (involving no regrouping) in expanded notation form
_____ 10402A An addition sentence (involving regrouping) — solution
_____ 10402B An addition sentence (involving regrouping) — number sentence

109 Using Word Names

_____ 10901A An addition number sentence using word names
_____ 10901B A number sentence using numerals

112 Vertical Form Addition

_____ 11201A An addition problem in vertical form
_____ 11201B An addition number sentence in horizontal form

115 On a Number Line

_____ 11501A A number line representation of an addition number sentence
_____ 11501B An addition number sentence—identifies number line expression

118 Basic Addition Facts

_____ 11801 1 digit + 1 digit = sum less than 10
_____ 11802 1 digit + 1 digit = sum greater than or equal to 10

121 Two addends, No Regrouping

_____ 12101 2 digits + 1 digit
_____ 12102 2 digits + 2 digits
_____ 12103 2 digit multiple of 10 + 2 digit multiple of 10
_____ 12104 3 digits + 3 digits

124 Two Addends, Regrouping

_____ 12401 2 digits + 1 digit
_____ 12402 2 digits + 2 digits
_____ 12403 2 digit multiple of 10 + 2 digit multiple of 10
_____ 12404 3 digits (with 0 in tens place) + 2 digits
_____ 12405 3 digits + 3 digits

127 Multiple Addends, Regrouping

_____ 12701 4 addends: Each addend is a multiple of 10 less than 100
_____ 12702 4 addends: Each addend is a multiple of 100
_____ 12703 4 addends with varying number of digits

SUBTRACTION

130 Terms and Signs

_____ 13001A The operation sign for subtraction
_____ 13001B The names "minus" and "difference"

133 Vertical Form

_____ 13301A A subtraction problem in vertical form
_____ 13301B A subtraction number sentence in horizontal form

137 As Inverse Addition

_____ 13701 An open number addition sentence with missing addend

141 Expanded Notation Solution — No Regrouping

_____ 14101A A subtraction number sentence
_____ 14101B A subtraction number sentence in expanded notation form

144 Expanded Notation Solution — Regrouping

_____ 14401A A subtraction number sentence
_____ 14401B An expanded notation solution to a subtraction problem

147 Number Line Subtraction

_____ 14701A A number line representation of a subtraction number sentence
_____ 14701B A subtraction number sentence—identifies number line expression

150 Using Word Names

_____ 15001A A subtraction number sentence using word names
_____ 15001B A subtraction number sentence using numerals

153 Computation Involving No Regrouping

_____ 15301 1 digit — 1 digit
_____ 15302 2 digits — 1 digit
_____ 15303 2 digits — 2 digits
_____ 15304 3 digits — 3 digits
_____ 15305 3 digits — 3 digits (with 0 in tens place)
_____ 15306 4 digits — 3 digits

156 Computation Involving Regrouping

_____ 15601 2 digits — 2 digits
_____ 15602 3 digits — 3 digits
_____ 15603 3 digits — 3 digits (two regroupings)
_____ 15604 3 digits (with 1 in tens place) — 3 digits (two regroupings)
_____ 15605 3 digits (with 0 in tens place) — 3 digits (two regroupings)
_____ 15606 4 digits — 3 digits (two regroupings)
_____ 15607 4 digits (with 0 in tens and hundreds place) — 3 digits (repeated regrouping)
_____ 15608 6 digits or less — 6 digits or less (repeated regrouping)

MULTIPLICATION

159 Terms and Signs

_____ 15901A An example of a multiplication problem
_____ 15901B The names and terms used in multiplication
_____ 15901C The symbols for multiplication

162 Vertical Form

_____ 16201 A multiplication problem in vertical form

165 Represented as Physical Models

_____ 16501A An array of objects or dots
_____ 16501B A multiplication sentence involving whole numbers

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WHOLE NUMBERS

MULTIPLICATION (cont.)

168 Incomplete Multiplication Sentences

_____ 16801A A multiplication sentence with a missing term or operation symbol

_____ 16801B A multiplication sentence involving whole numbers with the product missing

171 Repeated Addition Sentence

_____ 17101A A multiplication problem involving two factors

_____ 17101B A repeated addition problem with identical addends

174 On a Number Line

_____ 17401A A number line representation of a product

_____ 17401B A multiplication sentence

177 Distributive, Associative Commutative Relations

_____ 17701 An example of the distributive property

_____ 17702 An example of the associative property of multiplication

_____ 17703 An example of the commutative property of multiplication

180 Basic Facts

_____ 18001 1 digit (0 - 9) × 1 digit (0 - 9)

183 Involving No Regrouping

_____ 18301 2 digits × 1 digit

_____ 18302 2 digits (multiple of ten) × 1 digit

_____ 18303 3 digits × 1 digit

_____ 18304 3 digits (zero in ones place) × 1 digit

_____ 18305 3 digits (multiple of 100) × 1 digit

_____ 18306 2 digits × 2 digits

_____ 18307 2 digits × 2 digits

_____ 18308 3 digits (zero in tens place) × 2 digits

_____ 18309 3 digits × 3 digits

_____ 18310 3 digits (zero in tens place) × 3 digits

_____ 18311 3 digits (multiple of 100) × 3 digits

186 Involving Regrouping

_____ 18601 2 digits × 1 digit

_____ 18602 3 digits (zero in tens place) × 1 digit

_____ 18603 2 digits × 2 digits

_____ 18604 3 digits × 2 digits

_____ 18605 3 digits (zero in tens place) × 2 digits

_____ 18606 3 digits × 3 digits

_____ 18607 3 digits (zero in tens place) × 3 digits

DIVISION

189 Terms and Signs

_____ 18901A An example of a division problem

_____ 18901B The names of terms used in division

_____ 18901C The symbols for division

192 As Repeated Subtraction

_____ 19201 A repeated subtraction problem

194 As An Equivalent Multiplication Sentence

_____ 19401A A division fact or sentence

_____ 19401B A multiplication fact or sentence

196 On a Number Line

_____ 19601A A number line representation of a division fact

_____ 19601B A division fact

198 As An Incomplete Division Sentence

_____ 19801 An open division sentence

201 As Multiples of 10

_____ 20101 A division problem

204 Single Digit Divisor and Dividend, Remainder = 0

_____ 20401 1 digit ÷ 1 digit

207 Single Digit Divisor and Dividend, Remainder > 0

_____ 20701 1 digit ÷ 1 digit

210 Multiple Digit Divisor or Dividend, Remainder = 0

_____ 21001 2 digits ÷ 1 digit

_____ 21002 2 digits ÷ 2 digits

_____ 21003 2 digits (multiple of 10) ÷ 2 digits (multiple of 10)

_____ 21004 3 digits ÷ 2 digits

_____ 21005 More than 3 digits ÷ 2 digits

213 Multiple Digit Divisor or Dividend, Remainder > 0

_____ 21301 2 digits ÷ 1 digit

_____ 21302 2 digits ÷ 2 digits

_____ 21303 3 digits ÷ 2 digits ÷

_____ 21304 More than 3 digits ÷ 2 digits

_____ 21305 More than 3 digits (zero tens or hundreds) ÷ 2 digits

APPLICATIONS

216 Addition Word Problems

_____ 21601A A word problem involving the addition of whole numbers — procedure

_____ 21601B A word problem involving the addition of whole numbers — number sentence

_____ 21601C A word problem involving the addition of whole numbers — answer

219 Subtraction Word Problems

_____ 21901A A word problem involving the subtraction of whole numbers — procedure

_____ 21901B A word problem involving the subtraction of whole numbers — number sentence

_____ 21901C A word problem involving the subtraction of whole numbers — answer

222 Multiplication Word Problems

_____ 22201A A word problem involving the multiplication of whole numbers — procedure

_____ 22201B A word problem involving the multiplication of whole numbers — number sentence

_____ 22201C A word problem involving the multiplication of whole numbers — answer

225 Division Word Problems

_____ 22501A A word problem involving the division of whole numbers — procedure

_____ 22501B A word problem involving the division of whole numbers — number sentence

_____ 22501C A word problem involving the division of whole numbers — answer

228 Addition Using Devices

_____ 22801 A number greater than 1,000

231 Addition as Patterns

_____ 23101A An incomplete pattern of whole numbers generated by an operation of addition or subtraction

_____ 23101B A complete pattern of whole numbers generated by an operation of addition or subtraction

_____ 23102 Two whole numbers

_____ 23103 An incomplete Pascal's triangle

234 Mixed Operation (+, −, ×, ÷) Word Problems

_____ 23401A A word problem involving mixed operations (+, −, ×, ÷) on whole numbers — procedure

_____ 23401B A word problem involving mixed operations (+, −, ×, ÷) on whole numbers — number sentence

_____ 23401C A word problem involving mixed operations (+, −, ×, ÷) on whole numbers — answer

237 Unfinished Numbers

_____ 23701 A 2-digit number with the ones place blank — divisible by 3

_____ 23702 A 3-digit number with the ones place blank — divisible by 4

_____ 23703 A 2-digit number with the ones place blank — divisible by 6

_____ 23704 A 3-digit number with the ones place blank — divisible by 9

_____ 23705 A whole number — divided evenly

FRACTIONS

BASIC CHARACTERISTICS

243 Terms

_____ 24301A The terms "numerator" and "denominator"

_____ 24301B A fraction — names parts

246 Congruency of Shapes

_____ 24601 Shapes divided into congruent parts and divided into non-congruent parts

249 Physical Representations

_____ 24901 Objects or shapes divided into two, three or four congruent parts

_____ 24902 An object or shape divided into two, three, or four congruent parts with one or more of the parts shaded or otherwise identified

_____ 24903 A fraction (½, ⅓, ¼)

_____ 24904 A shape or object divided into two, three or four congruent parts

_____ 24905 A fraction — identifies parts

_____ 24906 A number line marked by a sequence of fractions (with one missing) with the same denominator

252 Identification of Mixed vs. Improper Fractions

_____ 25201 Figures representing an improper fraction

255 Physical Representations of Mixed Number Fractions

_____ 25501 Areas representing fractions in mixed numeral form (wholes and fractional parts)

258 Ordering Fractions

_____ 25801 A collection of fractions with like denominators

_____ 25802 A collection of fractions with units as numerators and unlike denominators

_____ 25803 A collection of fractions with numerators greater than one and unlike denominators

EQUIVALENT FRACTIONS

261 Prime Factoring

_____ 26101A A composite number

_____ 26101B A prime factorization

264 Simplifying Fractions

_____ 26401A A proper (reduced) fraction

_____ 26401B A proper (nonreduced) fraction

_____ 26402A An improper (reduced) fraction

_____ 26402B An improper (nonreduced) fraction

_____ 26403A A mixed (reduced) fraction

_____ 26403B A mixed (nonreduced) fraction

LCM AND GCF

267 Least Common Multiple (LCM)

_____ 26701A Two whole numbers less than 10 such that LCM is either of the numbers

_____ 26701B Three or more whole numbers such that LCM is any of the numbers

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FRACTIONS

LCM AND GCF (cont.)

270 Greatest Common Factor (GCF)

_____ 27001 Two whole numbers such that the GCF is equal to one of the numbers

_____ 27002 Two whole numbers such that the GCF is not either of the numbers

_____ 27003 Two prime numbers

_____ 27004 Three or more whole numbers

ADDITION

273 Number Line Representation

_____ 27301 A number line representation of addition of fractions with like denominators — number sentence

_____ 27302 A number line representation of addition of fractions with like denominators — sum (in simplest terms)

276 Like Denominators

_____ 27601 Each addend is proper, the denominators are equal, and each numerator equals 1

_____ 27602 Each addend is proper, the denominators are equal, and each numerator is greater than 1

_____ 27603 One addend is proper, one is improper, and the denominators are equal

_____ 27604 One addend is proper, one is mixed, and the denominators are equal

_____ 27605 Both addends are improper and the denominators are equal

_____ 27606 Both addends are mixed, the denominators are equal, and each numerator is 1

_____ 27607 Both addends are mixed, the denominators are equal, and each numerator is greater than 1

279 Unlike Denominators LCD Is One Denominator

_____ 27901 Each addend is proper, the denominators are unequal, each numerator equals 1, and LCD is one of the denominators

_____ 27902 Each addend is proper, the denominators are unequal, each numerator is greater than 1, and LCD is one of the denominators

_____ 27903 One addend is proper, one is improper, the denominators are unequal, and LCD is one of the denominators

_____ 27904 One addend is proper, one is mixed, the denominators are unequal, and LCD is one of the denominators

_____ 27905 Both addends are improper, the denominators are unequal, and LCD is one of the denominators

_____ 27906 One addend is improper, one is mixed, the denominators are unequal, and LCD is one of the denominators

_____ 27907 Both addends are mixed, the denominators are unequal, each numerator is 1, and LCD is one of the denominators

_____ 27908 Both addends are mixed, the denominators are unequal, each numerator is greater that 1, and LCD is one of the denominators

282 Unlike Denominators LCD Is Neither Denominator

_____ 28201 Each addend is proper, the denominators are unequal, each numerator equals 1, and LCD is neither of the denominators

_____ 28202 Each addend is proper, the denominators are unequal, each numerator is greater than 1, and LCD is neither of the denominators

_____ 28203 One addend is proper, one is improper, the denominators are unequal, and LCD is neither of the denominators

_____ 28204 One addend is proper, one is mixed, the denominators are unequal, and LCD is neither of the denominators

_____ 28205 Both addends are improper, the denominators are unequal, and LCD is neither of the denominators

_____ 28206 One addend is improper, one is mixed, the denominators are unequal, and LCD is neither of the denominators

_____ 28207 Both addends are mixed, the denominators are unequal, each numerator is 1, and and LCD is neither of the denominators

_____ 28208 Both addends are mixed, the denominators are unequal, each numerator is greater than 1, and LCD is neither of the denominators

SUBTRACTION

285 Number Line Representation

_____ 28501 A number line representation of the subtraction of like fractions — number sentence

_____ 28502 A number line representation of the subtraction of like fractions — difference

288 Like Denominators

_____ 28801 Both fractions are proper, and the denominators are equal

_____ 28802 The first fraction is improper, the second is proper, and the denominators are equal

_____ 28803 The first fraction is mixed, the second is proper, and the denominators are equal (no borrowing)

_____ 28804 Both fractions are improper and the denominators are equal

_____ 28805 One fraction is improper, one is mixed, and the denominators are equal

_____ 28806 Both fractions are mixed and the denominators are equal

291 Unlike Denominators LCD Is One Denominator

_____ 29101 Both fractions are proper, and the denominators are unequal, and LCD is one of the denominators

_____ 29102 The first fraction is improper, the second is proper, the denominators are unequal and LCD is one of the denominators

_____ 29103 The first fraction is mixed, the second is proper, the denominators are unequal, and LCD is one of the denominators (no borrowing)

_____ 29104 The first fraction is mixed, the second is proper, the denominators are unequal, and LCD is one of the denominators (borrowing)

_____ 29105 Both fractions are improper, the denominators are unequal, and LCD is one of the denominators

_____ 29106 The first fraction is mixed, the second is improper, the denominators are unequal, and LCD is one of the denominators

_____ 29107 Both fractions are mixed, the denominators are unequal, and LCD is one of the denominators (no borrowing)

_____ 29108 Both fractions are mixed, the denominators are unequal, and LCD is one of the denominators (borrowing)

294 Unlike Denominators LCD Is Neither Denominator

_____ 29401 Both fractions are proper, the denominators are unequal, and LCD is neither of the denominators

_____ 29402 The first fraction is improper, the second is proper, the denominators are unequal, and LCD is neither of the denominators

_____ 29403 The first fraction is mixed, the second is proper, the denominators are unequal, and LCD is neither of the denominators (no borrowing)

_____ 29404 The first fraction is mixed, the second is proper, the denominators are unequal and LCD is neither of the denominators (borrowing)

_____ 29405 Both fractions are improper, the denominators are unequal, and LCD is neither of the denominators

_____ 29406 One fraction is improper, one is mixed, the denominators are unequal, and LCD is neither of the denominators

_____ 29407 Both fractions are mixed, the denominators are unequal, and LCD is neither of the the denominators (no borrowing)

_____ 29408 Both fractions are mixed, the denominators are unequal, and LCD is neither of the denominators (borrowing)

MULTIPLICATION

297 Terms and Signs

_____ 29701A A multiplication sentence using the symbol " × "

_____ 29701B A multiplication sentence using the symbol "of"

300 Area Representations of Multiplication of Fractions

_____ 30001A A multiplication sentence involving unit fractions

_____ 30001B A multiplication sentence using the term "of"

_____ 30002 An area representation of a whole number multiplied by a unit fraction

_____ 30003 A multiplication sentence involving a whole number and a unit fraction

303 Number Line Representations of Multiplication of Fractions

_____ 30301A A number line representation of a whole number multiplied by a unit fraction

_____ 30301B A multiplication sentence involving a whole number and a unit fraction

306 Reciprocals

_____ 30601 A proper fraction

_____ 30602 An improper fraction

_____ 30603 A mixed number

309 Proper × Proper

_____ 30901 Both fractions are proper, denominators are less than 10 — no cancellation possible

_____ 30902 Three fractions, all proper — no cancellation possible

_____ 30903 Both fractions are proper — cancellation possible

_____ 30904 All three are proper fractions — cancellation possible

312 Whole Number × Fraction

_____ 31201 One is whole number, the other is proper fraction — no cancellation possible

315 Mixed Number × Fraction

_____ 31501 One is mixed number, the other is proper fraction — no cancellation possible

_____ 31502 Three numbers (any combination of proper or improper fractions, mixed numbers, or whole numbers) — no cancellation possible

_____ 31503 Three numbers (any combination of proper or improper fractions, whole numbers, or mixed numbers) — cancellation possible

DIVISION

318 Proper ÷ Proper

_____ 31801 Proper fractions having like denominators

_____ 31802 Proper fractions having unlike denominators — no cancellation possible

_____ 31803 The fractions are proper or improper — cancellation possible

321 Proper and Mixed

_____ 32101 First is mixed, second proper

_____ 32102 First is proper, second is mixed

324 Proper and Whole Numbers

_____ 32401 First is whole, second is proper

_____ 32402 First is proper, second is whole

327 Mixed and Mixed

_____ 32701 Both fractions are mixed

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FRACTIONS

APPLICATIONS

330 Addition Word Problems

_____ 33001A A word problem involving the addition of fractions — procedure

_____ 33001B A word problem involving the addition of fractions — number sentence

_____ 33001C A word problem involving the addition of fractions — answer

333 Subtraction Word Problems

_____ 33301A A word problem involving the subtraction of fractions — procedure

_____ 33301B A word problem involving the subtraction of fractions — number sentence

_____ 33301C A word problem involving the subtraction of fractions — answer

336 Multiplication Word Problems

_____ 33601A A word problem involving the multiplication of fractions — procedure

_____ 33601B A word problem involving the multiplication of fractions — number sentence

_____ 33601C A word problem involving the multiplication of fractions — answer

339 Division Word Problems

_____ 33901A A word problem involving the division of fractions — procedure

_____ 33901B A word problem involving the division of fractions — number sentence

_____ 33901C A word problem involving the division of fractions — answer

342 Mixed Operations Word Problems

_____ 34201A A word problem involving mixed operations (+, −, ×, ÷) with fractions — procedure

_____ 34201B A word problem involving mixed operations (+, −, ×, ÷) with fractions — number sentence

_____ 42201C A word problem involving mixed operations (+, −, ×, ÷) with fractions — answer

BASIC CHARACTERISTICS

351 Place Value to 100,000th

_____ 35101 A single digit decimal numeral (.1-.9)

_____ 35102A A two digit decimal numeral (.01-.99)

_____ 35102B A place value name (tenths, hundredths) and a two digit decimal numeral (.01-.99)

_____ 35103A A three digit decimal numeral (.00-.99)

_____ 35103B A place value name (tenths, hundredths, thousandths) and a three digit decimal numeral (.001 - .999)

_____ 35104A A four digit decimal numeral (.0001-.9999)

_____ 35104B A place value name (tenths, hundredths, thousandths, ten-thousandths) and a four digit decimal numeral (.0001-.9999)

_____ 35105A A decimal numeral with five or more places to the right of the decimal

_____ 35105B A place value name (tenths, hundredths,...) and a decimal numeral with five or more places to the right of the decimal

_____ 35108 A decimal number of no more than six places to the right of the decimal

354 Rounding

_____ 35401 A decimal fraction

CONVERSIONS

357 Equivalent Decimals

_____ 35701 A decimal fraction

360 Fractions to Decimals

_____ 36001 A mixed numeral (fraction form) where the denominator is 10

_____ 36002 A fraction whose denominator is 100

_____ 36003 A fraction whose denominator is a factor of 100

_____ 36004 A fraction whose denominator is a factor of 10, 100, 1,000

_____ 36005 A fraction whose denominator is not a factor of 10, 100, 1,000,...

_____ 36006 A mixed numeral (fraction form) where the denominator is a factor of 10, 100, 1,000...

363 Decimals to Fractions

_____ 36301 A one-place decimal fraction

_____ 36302 A two-place decimal fraction

_____ 36303 A mixed decimal fraction

366 Repeating Decimals to Fractions

_____ 36601 A repeating decimal fraction (.3 or .6)

_____ 36602 A mixed repeating decimal fraction

ADDITION

369 Even, No Regrouping

_____ 36901 Both addends are in tenths

_____ 36902 Both addends are in units and tenths

372 Uneven, No Regrouping

_____ 37201 One addend is in hundredths, one addend is in tenths

DECIMALS

375 Even, Regrouping

_____ 37501 Both addends are in hundredths

_____ 37502 Both addends are in units and tenths

378 Uneven, Regrouping

_____ 37801 One addend is in hundredths, one addend is in tenths

_____ 37802 One addend is in units and hundredths, one addend is in tenths

SUBTRACTION

381 Even, No Regrouping

_____ 38101 Both decimal fractions in tenths

_____ 38102 Both decimal fractions in units and tenths

_____ 38103 Both decimal fractions in hundredths

_____ 38104 Both decimal fractions in units and hundredths

384 Uneven, No Regrouping

_____ 38401 One decimal fraction in units and hundredths, one in tenths

387 Even, Regrouping

_____ 38701 Both decimal fractions in units and tenths

_____ 38702 Both decimal fractions in hundredths

_____ 38703 Both decimal fractions in thousandths

_____ 38704 Both decimal fractions in thousandths, "0" in hundredths place of minuend

390 Uneven, Regrouping

_____ 39001 One decimal fraction in units and hundredths, one in tenths

MULTIPLICATION

393 Even

_____ 39301 Both decimal fractions in tenths

_____ 39302 One decimal fraction in units and tenths, one in tenths

396 Uneven

_____ 39601 One decimal fraction in thousandths with "0" in tenths and hundredths places, one in tenths

_____ 39602 One decimal fraction in thousandths with "0" in tenths and hundredths places, one in hundredths with "0" in tenths

_____ 39603 Both decimal fractions in units and hundredths

_____ 39604 One decimal fraction in thousandths, one in powers of 10

DIVISION

399 Remainder = 0

_____ 39901 Both decimal fractions in tenths—no remainder

_____ 39902 First decimal in tenths, second is whole—no remainder

_____ 39903 First decimal in hundredths, second in tenths—no remainder

_____ 39904 First decimal in tenths, second in thousandths—no remainder

_____ 39905 First decimal in thousandths with zero in tenths and hundredths, second decimal in hundredths with zero in tenths—no remainder

402 Remainder > 0

_____ 40201 Both in tenths—remainder

_____ 40202 First decimal in hundredths, second in tenths—remainder

_____ 40203 First decimal in tenths, second in hundredths—remainder

APPLICATIONS

405 Addition Word Problems

_____ 40501A A word problem involving the addition of decimals — procedure

_____ 40501B A word problem involving the addition of decimals — number sentence

_____ 40501C A word problem involving the addition of decimals — answer

408 Subtraction Word Problems

_____ 40801A A word problem involving the subtraction of decimals — procedure

_____ 40801B A word problem involving the subtraction of decimals — number sentence

_____ 40801C A word problem involving the subtraction of decimals — answer

411 Multiplication Word Problems

_____ 41101A A word problem involving the multiplication of decimals — procedure

_____ 41101B A word problem involving the multiplication of decimals — number sentence

_____ 41101C A word problem involving the multiplication of decimals — answer

414 Division Word Problems

_____ 41401A A word problem involving the division of decimals — procedure

_____ 41401B A word problem involving the division of decimals — number sentence

_____ 41401C A word problem involving the division of decimals — answer

417 Mixed Operations Word Problems

_____ 41701A A word problem involving mixed operations (+, −, ×, ÷) of decimals — procedure

_____ 41701B A word problem involving mixed operations (+, −, ×, ÷) of decimals — number sentence

_____ 41701C A word problem involving mixed operations (+, −, ×, ÷) of decimals — answer

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PERCENT

DEFINITION

430 Terms and Symbols

_____ 43001 The symbol "%"

CONVERSIONS

433 Decimal to %

_____ 43301 A two-place decimal fraction

_____ 43302 A three-place decimal fraction

_____ 43303 A decimal fraction in units and tenths

434 % to Decimal

_____ 43401 A (whole) percent < 10 %, > 1 %

_____ 43402 A (whole) percent < 100 %, > 10%

_____ 43403 A (whole) percent <1,000%, > 100%

_____ 43404 A percent in decimal fraction form

_____ 43405 A percent in mixed fraction form

439 Fraction to %

_____ 43901 A unit fraction with a denominator of 2, 4, 5, or 10

_____ 43902 A nonunit fraction with denominator a factor of 100

_____ 43903 A fraction with denominator a factor of 1,000, 10,000, etc., but not of 100

438 % to Fraction

_____ 43801 A percent < 10%, > 1%

_____ 43802 A percent < 100%, > 10%

_____ 43803 A percent <1,000%, > 100%

_____ 43804 A percent in decimal fraction form

_____ 43805 A percent in mixed fraction form

CALCULATIONS

435 A% of B = _____

_____ 43501 The percent (A) is whole (> 10%, < 100%) and the other factor (B) is whole

_____ 43502 The percent (A) is whole (> 1%, < 10%) and the other factor (B) is whole

_____ 43503 The percent (A) is whole (> 100%, < 1,000%) and the other factor (B) is whole

_____ 43504 The percent (A) is a mixed fraction, the factor (B) is a whole number

_____ 43505 The percent (A) is a mixed decimal fraction, the other factor (B) is whole

436 A % of _____ = C

_____ 43601 The percent (A) is whole, the product (C) is whole, and the answer is whole

_____ 43602 The percent (A) is a mixed decimal fraction, the product (C) is whole, and the answer (B) is whole

441 A% of B = C

_____ 44101 The other factor (B) is whole, the product (C) is whole, and the answer (A) is whole (> 100%)

_____ 44102 The other factor (B) is a decimal fraction, the product (C) is a decimal fraction, answer (A) is whole (< 100%)

APPLICATIONS

444 Word Problems

_____ 44401A A word problem with solution in the form of A % of B = _____ — procedure

_____ 44401B A word problem with solution in the form of A % of B = _____ — number sentence

_____ 44401C A word problem with solution in the form of A % of B = _____ — answer

_____ 44402A A word problem with solution in the form _____% of B = C — procedure

_____ 44402B A word problem with solution in the form _____% of B = C — number sentence

_____ 44402C A word problem with solution in the form _____% of B = C — answer

_____ 44403A A word problem with solution in the form A % of _____ = C — procedure

_____ 44403B A word problem with solution in the form A % of _____ = C — number sentence

_____ 44403C A word problem with solution in the form A % of _____ = C — answer

MEASUREMENT

LINEAR

447 Error of Measurement

_____ 44701 A linear measurement in English or metric units

_____ 44702 A measure and the greatest possible error of the measure and the accompanying linear measurement

450 Conversions, English Units

_____ 45001A An English unit of linear measurement and a subunit of the unit

_____ 45001B An English subunit of linear measurement

453 Measurement, English Units

_____ 45301A An English subunit of linear measurement

_____ 45301B Several English units of linear measurement and appropriate objects or line segments

456 Conversions, Metric Units

_____ 45601 A metric unit of linear measurement (km or m) and a subunit of the unit (m, cm, mm)

459 Measurement, Metric Units

_____ 45901A A line segment

_____ 45901B Several metric units of linear measurement

_____ 45902 A length expressed in metric units and subunits

462 Measuring Perimeter

_____ 46201 An English unit of linear measurement and a simple geometric shape

_____ 46202 A unit of metric linear measurement and a simple geometric shape

465 Scaling, Maps, and Drawings

_____ 46501 A scaled map

_____ 46502 A scaled drawing

_____ 46503 A scaled drawing of a figure

_____ 46504 The dimensions of an object of simple geometric shape to be drawn

468 Computing Perimeter

_____ 46801 A simple geometric shape —Identifies a formula

_____ 46802 A simple geometric shape —Computes perimeter

471 Word Problems (English Units and Subunits)

_____ 47101A A word problem involving linear measurement in units and subunits —Identifies conversions

_____ 47101B A word problem involving linear measurements in units and subunits —Computes sum or difference

474 Word Problems (Metric Units and Subunits)

_____ 47401A A word problem involving linear measurements in metric units and subunits —Identifies conversions

_____ 47401B A word problem involving linear measurements in metric units and subunits —Computes sum or difference

_____ 47402 A problem using applications of area, perimeter, or volume and the following types of measurement in the metric system: linear, square, and cubic

AREA

477 Measuring Area by Tiling Grids, etc.

_____ 47701A An arbitrary unit of area measurement

_____ 47701B A given number of units of an arbitrary unit of area measurement

_____ 47702 A simple geometric figure and an arbitrary unit of area

480 Computing Area of Rectangle

_____ 48001 A rectangle

_____ 48002 The dimensions of a rectangle

_____ 48003 The area and one dimension of a rectangle

483 Computing Area of Parallelogram

_____ 48301 A parallelogram

_____ 48302 The dimensions of a parallelogram

_____ 48303 The area and one dimension of a parallelogram

486 Computing Area of Right Angle

_____ 48601 A right triangle

_____ 48602 The dimensions of a right triangle

_____ 48603 The area and one dimension of a right triangle

489 Computing Area of Non-Right Triangle

_____ 48901 A (non-right) triangle

_____ 48902 The dimensions of a (non-right) triangle

_____ 48903 The area and one dimension of a (non-right) triangle

492 Computing Area of Circle

_____ 49201 A circle

_____ 49202 The radius or diameter of a circle

_____ 49203 The area of a circle

495 Relations between Perimeter and Area

_____ 49501 Relations between simple geometric figures with different area and dimensions but a constant perimeter

498 Converting between English Measures of Area

_____ 49801 Area expressed in an English unit (sq. ft., sq. yd., sq. in.)

501 Converting between Metric Measures of Area

_____ 50101 Area expressed in a metric unit (sq. meter, sq. cm.)

504 Computing Surface Area of a Rectangular Solid

_____ 50401 A rectangular solid

_____ 50402 The dimensions of a rectangular solid

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MEASUREMENT

AREA (cont.)

507 Acre Measure

_____ 50701 The English land area unit, acre

510 Word Problem (Computing Area)

_____ 51001 A word problem involving the surface area of a simple geometric figure — Identifies formula

_____ 51002 A word problem involving the surface area of a simple geometric figure — Computes area

VOLUME

513 Measurement of Volume

_____ 51301 An arbitrary unit of volume

_____ 51302 A given number of units of an arbitrary unit of volume

_____ 51303 A rectangular solid

_____ 51304 An irregularly shaped solid object

TIME

516 Names of Days and Months

_____ 51601 The name of a day of the week

_____ 51602 The name of a month of the year

519 Units and Subunits of Clock Time

_____ 51901A A unit of time

_____ 51901B A number of subunits of time equal to a unit of time

521 Telling Time

_____ 52101A A display of clock hands showing an exact hourly time

_____ 52101B An exact hour of the day (seven o'clock, etc.)

_____ 52102A A display of clock hands showing a time in minutes (2:47, etc.)

_____ 52102B A time of day in minutes (9:36, etc.)

_____ 52103 A given hour of the day

TEMPERATURE

525 Reading a Temperature Fahrenheit Gauge (F°)

_____ 52501A A temperature gauge graduated in degrees Fahrenheit

_____ 52501B A given temperature (F°)

528 Reading a Temperature Celsius Gauge (C°)

_____ 52801A A temperature gauge graduated in degrees Celsius

_____ 52801B A given temperature (C°)

_____ 52802A (F° or C°) temperature gauge with a temperature below, at, or above the freezing point of water.

_____ 52802B (F° or C°) temperature gauge with a temperature below, at, or above the boiling point of water.

WEIGHT (MASS)

531 Measure Weight

_____ 53101 Pan balance, arbitrary units of weight, and an object to be weighed

_____ 53102 A spring scale and an object to be weighed

_____ 53103 A pan balance, metric weights, and an object to be weighed

_____ 53104 A standard metric unit of mass (weight)

CAPACITY

534 Measuring Capacity

_____ 53401 The unit of measure "pint"

_____ 53402 The unit of measurement "liter"

_____ 53403 A given amount of liquid and a graduated cylinder marked in metric units

MONEY

537 Names of U.S. Coins and Their Values

_____ 53701A Any one of 5 different U.S. coins

_____ 53701B The name of any U.S. coins from a collection of coins of different value

_____ 53702A Any U.S. coin

_____ 53702B A value in cents (1¢, 5¢, 10¢, 25¢, 50¢)

540 Value of U.S. Bills

_____ 54001A A U.S. bill ($1, $5, $10, $20)

_____ 54001B A value in dollars corresponding to a U.S. bill (one, five, ten or twenty dollars)

543 Ordering U.S. Coins

_____ 54301 Five different U.S. coins

_____ 54302 Several collections of money, each of whose value is $< \$5$

546 Converting Between Equivalent Money Values

_____ 54601 A collection of money whose value is $< \$5$

_____ 54602 Any U.S. coin $> 1¢$

_____ 54603 A combination of U.S. coins equal to 5¢, 10¢, 25¢, or 50¢

549 Value of Collections of U.S. Money

_____ 54901A A collection of coins and U.S. bills totaling $< \$5$

_____ 54901B A value of money expressed as dollars and cents ($\$___.__$) $< \$5$

552 Addition Problems Involving Money

_____ 55201A An addition problem involving money using the word names of the coins and bills — Identifies conversions

_____ 55201B An addition problem involving money using the word names of the coins and bills — Computes sum

555 Subtraction Problems Involving Money

_____ 55501A A subtraction problem involving money using word names of the coins and bills — Identifies conversions

_____ 55501B A subtraction problem involving money using word names of the coins and bills — Computes difference

GEOMETRY

BASIC

558 Types of Quadrilaterals

_____ 55801A A property distinguishing a quadrilateral from other quadrilaterals

_____ 55801B A quadrilateral (rectangle, square, rhombus, parallelogram, trapezoid, isosceles trapezoid)

_____ 55801C The name of a particular quadrilateral from the collection above

561 Parallel, Perpendicular, Intersecting Lines

_____ 56101A Parallel, perpendicular, or intersecting line segments

_____ 56101B The name "parallel," "perpendicular," or "intersecting" and a collection of lines or line segments

564 Exterior/Interior Regions of Closed Curves

_____ 56401 A simple closed curve

567 Symmetry of Objects or Figures

_____ 56701 A collection of objects or figures some of which are symmetrical

_____ 56702 A collection of different objects or figures possessing symmetry

570 Midpoint of a Line

_____ 57001 A line segment

573 Points Lying in a Common Plane

_____ 57301 A collection of objects or sets of points

576 Intersection of Planes

_____ 57601 A display of several intersecting planes

579 Intersection of Lines and Planes

_____ 57901 A display of planes and lines

582 Parallel and Non-Parallel Planes

_____ 58201 Parallel and non-parallel planes

585 Coordinates and Points

_____ 58501A A coordinate grid and a point

_____ 58501B A coordinate grid and a pair of coordinates

_____ 58502A Coordinates expressed as an ordered pair

_____ 58502B A coordinate grid and a point

_____ 58503 A map with coordinates

588 Obtuse, Acute, and 90° Angles

_____ 58801A An angle

_____ 58801B The name "acute," "obtuse," or "right" (90°) angle

_____ 58802 An angle

591 Congruency of Angles Formed by Intersecting Lines

_____ 59101 Two intersecting line segments

_____ 59102 A line intersecting two parallel lines

594 Diameter, Radius, and Chord of a Circle

_____ 59401 A circle with center "C"

597 Altitude and Base of a Triangle

_____ 59701 A triangle

600 Pythagorean Relationship

_____ 60001 A geometric display of the Pythagorean relationship — Identifies relationship

_____ 60002 A geometric display of the Pythagorean relationship — Identifies formula

PROBABILITY AND STATISTICS

BASIC GRAPHS

603 Tallying

_____ 60301A A collection of marks tallied by 2s, 3s, 4s, or 5s

_____ 60301B A whole number

606 Bar Graphs

_____ 60601A A bar graph representing a set of data

_____ 60601B A set of data

609 Data Tables

_____ 60901 A set of data in tabular form

612 Line Graphs

_____ 61201 A line graph

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SETS

SINGLE SETS

018 Concept of a Set

_____ 01501 A collection of similar objects

018 Elements

_____ 01801A The words "element of"
_____ 01801B The symbol denoting "element of" ($\in$)
_____ 01801C A collection of similar and unlike objects

021 Set Notation for Single Sets

_____ 02101A A collection of objects
_____ 02101B Set notation describing a (small) set

024 Set Cardinality

_____ 02401A A finite set of objects
_____ 02401B A cardinal number
_____ 02402 An infinite collection of entities

027 Empty Set

_____ 02701A An empty set
_____ 02701B Symbol for an empty (null) set

SUBSETS

030 Concept of a Subset

_____ 03001A A set with a specified subset
_____ 03001B The name "subset"
_____ 03002A A set with a specified subset
_____ 03002B The elements contained in a subset

033 Subset Notation

_____ 03301 Several subsets of the set of whole numbers

036 Generating Subsets

_____ 03601 Given a set with a small cardinal value ($N < 4$)
_____ 03602 A set with small cardinal value ($N < 4$)
_____ 03603 Notation for the null (empty) set ($\{\}, \emptyset$)

039 Multiple Subsets

_____ 03901 A number of finite subsets > 2 in set notation (disjoint sets)
— union
_____ 03902 A number of finite subsets > 2 in set notation (no disjoint sets)
— intersection

SET RELATIONS

042 One-To-One

_____ 04201A The relation name "one-to-one"
_____ 04201B Sets having a one-to-one relation

045 Many-One

_____ 04501A The relation name "N-to-one" or "many-one"
_____ 04501B Sets having an N-to-one (or many-one) relation

048 One-Many

_____ 04801A The relation name "one-many"
_____ 04801B Sets having a one-many relation

051 Many-Many

_____ 05101A The relation name "many-many"
_____ 05101B Sets having a many-many relation

054 Mapping

_____ 05401A Mappings of pair of sets
_____ 05401B The names of pairs of set

057 Identity

_____ 05701 Pairs of sets which are identical and pairs which are non-identical

060 Equivalence

_____ 06001 Pairs of sets which are equivalent and pairs which are non-equivalent

SET OPERATIONS

063 Terms and Symbols

_____ 06301A The word "union"
_____ 06301B The symbol "$\cup$"
_____ 06302A The word "intersection"
_____ 06302B The symbol "$\cap$"
_____ 06303A The name "complement of the set, A"
_____ 06303B The symbol "A" or "$\sim$A"

066 Union

_____ 06601 Two finite disjoint sets (in set notation)
_____ 06602 Two finite (non-disjoint) sets (in set notation)

069 Intersection

_____ 06901 Two finite disjoint sets (in set notation)
_____ 06902 Two finite (nondisjoint) sets in set notation

072 Complement

_____ 07201 A universal set and a set, A, contained in the universal set (in set notation)

075 Commutative Property

_____ 07501 $A \cap B = B \cap A$
_____ 07502 $A \cup B = B \cup A$

078 Associative Property

_____ 07801 $(A \cap B) \cap C = A \cap (B \cap C)$
_____ 07802 $(A \cup B) \cup C = A \cup (B \cup C)$

081 Distributive Property

_____ 08101 $A \cap (B \cup C) = (A \cap B) \cup (A \cap C)$
_____ 08102 $A \cup (B \cap C) = (A \cup B) \cap (A \cup C)$

VENN DIAGRAMS

084 Concept and Terms

_____ 08401A A Venn diagram of a single set
_____ 08401B The name "Venn diagram"
_____ 08402 A Venn diagram consisting of a single set with subsets

087 Union

_____ 08701A A Venn diagram of the union of two sets with $A \cup B \neq \emptyset$
— Identifies the elements
_____ 08701A A Venn diagram of the union of two sets with $A \cup B \neq \emptyset$
— Names the union
_____ 08701C A Venn diagram of the union of two sets with $A \cup B \neq \emptyset$
— Set notation

090 Intersection

_____ 09001A A Venn diagram of the intersection of two sets with $A \cap B \neq \emptyset$
— Identifies the elements
_____ 09001B A Venn diagram of two sets with $A \cap B \neq \emptyset$
— Names the intersection
_____ 09001C A Venn diagram of two sets with $A \cap B \neq \emptyset$
— Set notation

093 Multiple Sets

_____ 09301A A number of subsets > 2 displayed as Venn diagrams (no disjoint sets)
— Identifies elements in the union
_____ 09301B A number of subsets > 2 displayed as Venn diagrams (no disjoint sets)
— Set notation
_____ 09302A A number of subsets > 2 displayed as Venn diagrams (no disjoint sets)
— Identifies elements in the intersection
_____ 09302B A number of subsets > 2 displayed as Venn diagrams (no disjoint sets)
— Set notation

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TRANSMITTAL FORM

DISTRICT ANNUAL REPORT OF THE MIGRANT PROGRAM
FOR FISCAL YEAR ENDING JUNE 30

COUNTY _____ DISTRICT _____

PERSON COMPLETING THIS FORM _____

TELEPHONE _____

DATE _____ STATE PROJECT NUMBER _____

TERM OF REPORT _____
(REGULAR OR SUMMER)

MAIL THIS COMPLETED REPORT TO:

CHIEF SUPERVISOR, TITLE I SECTION
OFFICE OF FEDERAL PROGRAMS
SOUTH CAROLINA DEPARTMENT OF EDUCATION
200 RUTLEDGE BUILDING
COLUMBIA, SOUTH CAROLINA 29201

SDE 24-082-03
(This form becomes obsolete 6/30/83)

NUMBER OF STUDENTS ENROLLED IN MIGRANT ACTIVITIES BY AGE GROUPS
(Unduplicated Count)

AGE	ENGLISH SPEAKING		NON-ENGLISH SPEAKING		5 YR/FORMER MIGRANTS *
	INTERSTATE	INTRASTATE	INTERSTATE	INTRASTATE	
Under 3					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
SUB TOTAL	a	b	c	d	XXXXXXXXXXXX XXXXXXXXXXXX
TOTAL	e=a+b		f=c+d		h
GRAND TOTAL	g=e+f				

*These numbers are not included in the four columns to the left.

COMPOSITE TOTAL	i=g+h

SDE 24-082-03
(This form becomes obsolete 6/30/83)

Q1

NUMBER OF STUDENTS BY INSTRUCTIONAL LEVEL PARTICIPATING
IN EDUCATIONAL SERVICES FOR MIGRANT STUDENTS

EDUCATIONAL AREA	PRE-SCHOOL (3-4 Years)	KINDERGARTEN (5-6 Years)	ELEMENTARY (Day)	SECONDARY (Night)	TOTAL
Reading and Language Arts					
Mathematics					
Art					
Music					
Health and P. E.					
Pre-Vocational and Vocational					
Other, specify: ____					

NUMBER OF STUDENTS BY INSTRUCTIONAL LEVEL RECEIVING
SUPPORTIVE SERVICES FOR MIGRANT STUDENTS

SUPPORTIVE SERVICE	PRE-SCHOOL (3-4 Years)	KINDER-GARTEN (5-6 Years)	ELEMEN-TARY (Day)	SECON-DARY (Night)	DAY CARE (0-2)	TOTAL
Guidance and Counseling						
Attendance						
Health						
Pupil Transportation						
Food						
Clothing						
Library						
Psychological						
Other, specify: ____						

EXPENDITURES BY INSTRUCTIONAL AREA, SUPPORTIVE SERVICE, AND OTHER SERVICES

In the spaces provided, enter the expenditures actually incurred in the implementation of each activity in your project. This amount should include salaries, travel, equipment and materials.

INSTRUCTIONAL AREAS	EXPENDITURES
Reading - Language Arts	
Mathematics	
Art	
Music	
Pre-Vocational and Vocational	
Health and Physical Education	
Other, specify _____	
SUPPORTIVE SERVICES	
Guidance and Counseling	
Psychological	
Attendance	
Health	
Pupil Transportation	
Food	
Clothing	
Library	
Other, specify _____	
OTHER SERVICES	
Administration and Supervision	
Total Expenses for Staff Development (In-Service Training)	
Maintenance and Operations	
Indirect Costs	
Fixed Charges	
TOTAL EXPENDITURES	

SDE 24-082-03
(This form becomes obsolete 6/30/83)

Q3

NUMBER OF PROFESSIONAL AND NON-PROFESSIONAL PERSONNEL
EMPLOYED WITH MIGRANT FUNDS

Professional (Teachers & Other)

Program or Center Director _____
Reading & Language Arts _____
Mathematics _____
Art _____
Music _____
Health & Physical Education _____
Pre-Vocational & Vocational _____
Counselors _____
Home-School Coordinator _____
Kindergarten (5 & 6) _____
Pre-School (3 & 4) _____
Day Care _____
Nurses _____
Spanish Speaking _____
Other, specify: _____

_____
_____
_____

*UNDUPLICATED TOTAL _____

Non-Professionals

Teacher Aides _____
Record Clerks _____
Cafeteria Workers _____
Bus Drivers _____
Custodians _____
Secretaries _____
Spanish Speaking _____
Other, specify: _____

_____
_____
_____

* UNDUPLICATED TOTAL _____

*Entries under specific areas may be duplicated counts. Be certain that the entry marked "UNDUPLICATED COUNT" is unduplicated.

SDE 24-082-03
(This form becomes obsolete 6/30/83)

Q4

LEA TECHNIQUES USED IN DISSEMINATION OF INFORMATION

Place a check (✓) in the space provided to the right of each technique which was used in your center.

1. Presentation of information and data in staff meetings	
2. News releases and feature stories in newspapers	
3. Inservice training (workshops, seminars, etc.) conducted for migrant staff	
4. Newsletter to staff members	
5. Presentation of information and data in public meetings and community groups	
6. Open house	
7. Conducted tours for local citizens	
8. Presentation of information and data over the radio	
9. Publications for local community distribution	
10. Descriptive reports sent to Superintendent of Public Instruction	
11. Brochures or pamphlets	
12. Presentation of information and data over television	
13. Descriptive reports sent to other schools in the state	
14. Publications for professional journals (for example, SCEA or NEA Magazines)	
15. Other, specify	

PARENTAL AND COMMUNITY INVOLVEMENT

Indicate the number of migrant parents who were involved in the migrant program in the following ways: (MAY BE DUPLICATIVE)

1. Assisting in Day Care Nurseries _____
2. Serving as interpreters for non-English speaking children _____
3. Assisting other parents with enrollment application _____
4. Serving as teacher aides _____
5. Assisting with field trips, picnics, cookouts, etc. _____
6. Attended family training programs for migrant parents _____
7. Specify any others:

_____ _____

_____ _____

_____ _____

Indicate the number of volunteers who were involved in the migrant program in the following ways: (MAY BE DUPLICATIVE) (Not Parents)

1. Assisting in Day Care Nurseries _____
2. Serving as teacher aides _____
3. Locating migrant families _____
4. Assisting in playground and lunchroom supervision _____
5. Assisting in collecting clothing _____
6. Specify any others:

_____ _____

_____ _____

_____ _____

SCHOOL DISTRICT _____

SCHOOL _____ TEACHER _____

Check the appropriate objective (check only ONE):

___ Performance Objective 1.1 Power Reading 1
___ Performance Objective 1.1 Power Reading 2
___ Performance Objective 1.2 IMS
___ Performance Objective 2.1 PRS
___ Performance Objective 2.2 DMP

Student's Name	Age	Number of Days ENROLLED	Number of Days Class Attendance	Total Number of Skills Mastered
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
	TOTAL			

DIRECTIONS: At the end of your program, this form must be completed for the students who received instruction in any of the above programs. (a) check the appropriate objective, (b) complete one line of the form for each student regardless of the number of days enrolled, the number of days in class attendance, or the number of skills mastered, (c) DO NOT TOTAL THE COLUMNS! (d) return the completed form to the Center Coordinator at your school.

SDE 24-082-03
(This form becomes obsolete 6/30/83)

Q7

PRE AND POST ASSESSMENT INSTRUMENT

FOR

3-6 YEAR-OLD PROGRAM

DIRECTIONS

The attached pre/post assessment is to be completed for each child enrolled in either the 3-4 or 5-6 year-old programs. Please complete the "pre-check" within three days after each child's initial enrollment. The "post-check" may be completed after you know the child has withdrawn; but, in all cases by the end of the program.

Please use the given code for "always", "sometimes", "never", or "not observed". You should make one of these entries for each item, both pre and post, for each child in your class.

At the completion of your program, tally the number of "A's", "S's", "N's" and "O's" — PRE and POST FOR EACH CHILD. Enter the total of each in the lines provided at the end of each area. There will be six total lines, pre and post, for each child, covering:

- Communication
- Gross Motor Coordination
- Dexterity
- Social Awareness/Self-Image
- Perceptual
- Conceptual

The completed instrument is to be given to the School Coordinator for inclusion in the evaluation section.

SDE 24-082-03
(This form becomes obsolete 6/30/83)

Q8

CHECK ONE: ___PERFORMANCE OBJECTIVE 2.3 (5-6 year-olds)
___PERFORMANCE OBJECTIVE 3.1 (3-4 year-olds)

COUNTY _____ SCHOOL _____

TEACHER _____

TOTAL DAYS OF CHILD'S ATTENDANCE																																					
CODE: "A" - Always "S" - Sometimes "N" - Never "O" - Not Observed Child's Name																																					
AREA 1. COMMUNICATION	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT
1.1 Responds non-verbally to a verbal direction.																																					
1.4 Attempts to use English to identify at least one object in the classroom.																																					
1.5 Follows two-part command (English).																																					
1.7 Responds to simple questions spoken in English.																																					
1.8 Uses English to produce unsolicited statement, question, or request.																																					
1.9 Answers simple questions in English.																																					
1.14 Uses English to describe simple experiences in the recent past.																																					
1.15 Uses English to retell short, simple story.																																					

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09

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| TOTAL DAYS OF ATTENDANCE | | |

CHECK ONE: ____PERFORMANCE OBJECTIVE 2.3 (5-6 year-olds)
____PERFORMANCE OBJECTIVE 3.1 (3-4 year-olds)

COUNTY_____ SCHOOL_____

TEACHER _____

TOTAL DAYS OF CHILD'S ATTENDANCE																																			
CODE: "A" - Always "S" - Sometimes "N" - Never "O" - Not Observed Child's Name																																			
AREA 2. GROSS MOTOR COORDINATION	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT
2.1 Walks forward normally.																																			
2.2 Runs without falling.																																			
2.3 Walks up and down standard stairs.																																			
2.4 Heel to toe walk on line on floor.																																			
2.5 Marches throughout room with teacher model.																																			
2.6 Imitates body movements.																																			
2.7 Jumps in place to imitate model.																																			
2.8 Walks backward normally.																																			
2.9 Climbs and moves freely on a 4' climbing apparatus.																																			
2.10 Handles rubber ball.																																			
2.11 Hops in place for 5 seconds imitating model on either foot.																																			

CDE 24 002 02 (This form becomes obsolete 6/30/83) QII

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| TOTAL DAYS OF CHILD'S ATTENDANCE | | |

CHECK ONE: ____PERFORMANCE OBJECTIVE 2.3 (5-6 year-olds)
____PERFORMANCE OBJECTIVE 3.1 (3-4 year-olds)

COUNTY _____ SCHOOL _____

TEACHER _____

TOTAL DAYS OF CHILD'S ATTENDANCE																																											
CODE: "A" - Always "S" - Sometimes "N" - Never "O" - Not Observed	Child's Name																																											
AREA 3. DEXTERITY		PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT
3.1 Builds tower of 6 blocks after being shown model.																																											
3.2 Scribbles, using available materials.																																											
3.3 Imitate vertical & horizontal strokes.																																											
3.4 Uses thumb & forefinger to manipulate small knob puzzle, food or small pegs.																																											
3.5 Places all forms on a form board.																																											
3.6 Makes circle & cross.																																											
3.7 Uses paste in controlled amounts to secure 2 surfaces.																																											
3.8 Cuts with scissors.																																											
3.9 Traces inside shape inset.																																											

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Q13

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TOTAL DAYS OF CHILD'S ATTENDANCE																																									
CODE: "A" - Always "S" - Sometimes "N" - Never "O" - Not Observed	Child's Name																																									
AREA 3. DEXTERITY		PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT
3.10a	Can button																																								
3.10b	Can snap																																								
3.10c	Can lace																																								
3.10d	Can zip																																								
3.11	Has consistent right or left-side dominance.																																								
3.12	Attempts to copy first name from model.																																								
3.13	Strings at least 5 small beads.																																								
3.14	Uses blunt needle & yarn to go in & out of fabric mounted on embroidery.																																								
TOTALS:	Always																																								
[N=17]	Sometimes																																								
	Never																																								
	Not observed																																								
(Check One)	1. Improved																																								
	2. No Change																																								
	3. Regressed																																								

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CHECK ONE: ___PERFORMANCE OBJECTIVE 2.3 (5-6 year-olds)
___PERFORMANCE OBJECTIVE 3.1 (3-4 year-olds)

COUNTY _____ SCHOOL _____
TEACHER _____

| TOTAL DAYS OF CHILD'S ATTENDANCE | | |

| TOTAL DAYS OF CHILD'S ATTENDANCE | | |

CHECK ONE ___ PERFORMANCE OBJECTIVE 2.3 (5-6 year-olds)
___ PERFORMANCE OBJECTIVE 3.1 (3-4 year-olds)

COUNTY _____ SCHOOL _____

TEACHER _____

| TOTAL DAYS OF CHILD'S ATTENDANCE | | |

TOTAL DAYS OF CHILD'S ATTENDANCE																																				
CODE: "A" - Always "S" - Sometimes "N" - Never "O" - Not Observed	Child's Name																																			
AREA 5. PERCEPTUAL		PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT	PR	PT
5.11 Identifies missing part of incomplete familiar picture.																																				
5.12 Identifies symbol that is grossly different in a field of three.																																				
TOTALS: Always																																				
[N=12] Sometimes																																				
Never																																				
Not Observed																																				
(Check One) 1 Improved																																				
2 No Change																																				
3 Regressed																																				

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CHECK ONE: ___PERFORMANCE OBJECTIVE 2.3 (5-6 year-olds)
___PERFORMANCE OBJECTIVE 3.1 (3-4 year-olds)

COUNTY _____ SCHOOL _____

TEACHER _____

| TOTAL DAYS OF CHILD'S ATTENDANCE | | |

| TOTAL DAYS OF CHILD'S ATTENDANCE | | |

PERFORMANCE OBJECTIVE 4.1

DAY CARE SERVICES: 0 to 3 YEARS

DISTRICT _____ SCHOOL NAME _____

FORM COMPLETED BY _____ DATE _____

DIRECTIONS: To be completed by Migrant Supervisor and Curriculum Specialist, upon visit, and by the School Coordinator at 3 intervals during the program. The completed forms are to be included in the program evaluation.

ITEMS	YES	NO	NOT OBSERVED	SPECIFY PROBLEM IF NO
4.1 Room is clean and sanitary.				
4.2 Room is safe for toddlers and crib babies.				
4.3 Toddlers are housed separately from crib babies.				
4.4 Room and equipment is orderly and attractive. Equipment stored properly.				
4.5 Play area is provided.				
4.6 Play area is separated from sleep and rest area.				
4.7 A rest and sleep period is an established part of the daily schedule.				
4.8 Children are bathed daily; more often if necessary.				
4.9 Sufficient clothing is available for children to have clean, dry clothes.				
4.10 Diapers or pampers are disposed of properly (sanitary manner)				
4.11 Each individual's bottle is identified and not used by other children.				
4.12 A balanced diet is served daily.				

Ratio of day care workers to children on this date: 1 to _____.

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(This form becomes obsolete 6/30/83)

Q21

PERFORMANCE OBJECTIVE 5.1

MIGRANT EDUCATION NEEDS ASSESSMENT SURVEY

In developing the State Plan for Migrant Education, it is required that continual monitoring be given to needs assessment in order to establish the gap between "present conditions" and "the condition to strive for and deemed acceptable". Local programs then reflect these needs in developing the scope and sequence of project activities. As a means of reviewing needs of South Carolina migrant children, you are requested to respond to the following survey instrument.

I. Your present position in relation to migrant children is: ("X" one)

___ Project Director
___ School Coordinator
___ Math/Reading Consultant
___ Teacher
___ Teacher Aide
___ Day Care Worker
___ Home-School Coordinator
___ Nurse
___ Librarian
___ Records Clerk
___ Language Interpreter
___ Cafeteria Worker
___ Bus Driver
___ Parent of Migrant Student
___ Crew Chief
___ Grower
___ Department of Education Staff

II. Directions:

1. Read the items in the list below.
2. For each item circle the number that represents how important you believe it is as a need that migrant children in South Carolina have at this time.

Circle the "1" if the item is extremely important
Circle the "2" if the item is very important
Circle the "3" if the item is important
Circle the "4" if the item is not important

(1) 1 2 3 4 Communication problem resulting from a language barrier

(2) 1 2 3 4 Social adjustment (individual and group interactions)

(3) 1 2 3 4 Cultural enrichment (the need for awareness of "everyday life elements" of various cultures, e.g., art, music, customs, values, etc.)

(4) 1 2 3 4 Career education awareness/occupational training skills for specific types of work

(5) 1 2 3 4 Basic speaking skills
(6) 1 2 3 4 Basic reading and writing skills
(7) 1 2 3 4 Basic math skills

(8) 1 2 3 4 Pre-school readiness activities for 0-5 year olds

(9) 1 2 3 4 Health education (instruction in personal health habits, hygiene, nutrition, etc.)

(10) 1 2 3 4 Arts and crafts (not occupational)

(11) 1 2 3 4 Recreation (physical exercise and individual and group play)

(12) 1 2 3 4 Communication between home and school

(13) 1 2 3 4 Medical/Dental services

(14) 1 2 3 4 Clothing needs

(15) 1 2 3 4 Nutrition (adequate and appropriate food)

(16) 1 2 3 4 Psychological and counseling services

In the blanks provided below, add any items that you think are important needs of migrant children and indicate their relative importance by circling the appropriate number.

1 2 3 _____

1 2 3 _____

1 2 3 _____

Revised 1978

Q22

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Revista de necesidades para la instrucción de familias migratorias

Para seguir el desarrollo del Programa Estatal para la Instrucción de Familias Migratorias se requiere que haya una revisión continua para determinar lo que se necesite y lo que falte para conseguir una condición deseable y aceptable bajo las indicaciones del gobierno federal, y para servir de ejemplo para los programas de varios distritos dentro del estado. Le rogamos que conteste debidamente estas preguntas para ayudar el programa para los niños de familias migratorias.

I. La posición actual de usted respecto a los niños de familias migratorias es: (Ponga una "X" sobre la raya apropiada)

___ Dirigente de programa
___ Coordinador de escuela
___ Consultante para matemáticas o para lectura
___ Maestro(a)
___ Ayudante al maestro
___ Empleado en el cuidado diario de niños pre-escolares
___ Coordinador entre domicilio y escuela
___ Enfermera
___ Bibliotecario
___ Empleado en archivos
___ Intérprete
___ Empleado en la cafetería
___ Chofer de camión
___ Padre/madre de alumno migratorio
___ Capataz
___ Cultivador o dueño de tierras cultivadas
___ Empleado del Departamento de Instrucción Pública

II. Advertencias: Lea con cuidado las categorías siguientes. Para cada una, ponga un círculo al número que indique la importancia que usted personalmente da a la categoría respecto a las necesidades de los niños de familias migratorias.

El número 1 significa "sumamente importante"
El número 2 significa "muy importante"
El número 3 significa "importante"
El número 4 significa "sin importancia"

(1) 1 2 3 4 Comunicarse mejor, salvar la "barrera" entre el inglés y el español

(2) 1 2 3 4 Adaptarse en el nivel social con otros individuos y con otros grupos

(3) 1 2 3 4 Aprender las costumbres, los valores, los hechos comunes a la vida diaria que les rodea en la escuela y en el país

(4) 1 2 3 4 Saber de otros empleos y obtener las habilidades necesarias para desempeñar otros empleos

(5) 1 2 3 4 Aprender a hablar inglés
(6) 1 2 3 4 Aprender a escribir y leer inglés
(7) 1 2 3 4 Aprender matemáticas

(8) 1 2 3 4 Aprender a decir y formar y reconocer las letras del abecedario (alistarse para aprender a leer)

(9) 1 2 3 4 Recibir instrucción en la higiene, la limpieza personal, y cómo mantenerse en buena salud

(10) 1 2 3 4 El arte (dibujo, pintura, alfarería, etc., pero para diversión, no como oficio comercial)

(11) 1 2 3 4 Participar en juegos de recreo, deportes invididuales y de equipo

(12) 1 2 3 4 Que se establezcan vías de comunicación oral y escrita entre la escuela y el domicilio

(13) 1 2 3 4 Que reciba servicios medicinales y dentales

(14) 1 2 3 4 Que reciba lo que le falte respeto a la ropa

(15) 1 2 3 4 Que reciba comida nutritiva

(16) 1 2 3 4 Que reciba servicios de consejeros y psicólogos

Aquí, también poniéndole círculo al número que indique su importancia, puede Usted añadir cualquier otra cosa que le parezca conveniente respeto a lo necesario para los niños en el programa.

1 2 3 _____
1 2 3 _____
1 2 3 _____

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PERFORMANCE OBJECTIVE 7.1
ART EDUCATION — PROGRAM EVALUATION FORM

COUNTY _____ DATE _____

NAME OF SCHOOL _____ TOTAL PROGRAM ENROLLMENT _____

INSTRUCTIONAL SKILL/CONCEPT	PRE-ASSESSMENT NO. OF STUDENTS REQUIRING INSTRUCTION	POST-ASSESSMENT NO. OF STUDENTS MASTERING SKILL	SDE USE ONLY
Discriminate and produce concepts of plastic illusion: Examples: -overlapping -diminishing size -use of color			
Identify and discriminate among shapes			
Color: (Identification and discrimination of basic colors) -mixing primary into secondary -light/shading -complimentary			
Recognizing expressive qualities of visual form: Examples: action, anger, happiness			
Achieve manipulation skills: tearing, cutting, pasting/gluing, forming			
Differentiate between the size of objects			
Directionality: Identify and discriminate near/far, in/out, top/bottom, left/right			
Awareness of different textures: hard/soft; rough/smooth; sharp/dull			
Verbalizing about art concepts and activities			
Giving evidence of a beginning art vocabulary, i.e. -shape -color -texture -media (painting, drawing, sculpture, pottery, textiles) -depth -space -line quality			
TOTAL			

Give this completed form to the School Coordinator for inclusion in the Evaluation Report.

PERFORMANCE OBJECTIVE 7.2
MUSIC EDUCATION — PROGRAM EVALUATION FORM

COUNTY _____ DATE _____

NAME OF SCHOOL _____ TOTAL PROGRAM ENROLLMENT _____

CONCEPTS OF ELEMENTS OF MUSIC	PRE-ASSESSMENT NUMBER OF STUDENTS REQUIRING INSTRUCTION	POST-ASSESSMENT NUMBER OF STUDENTS MASTERING SKILL	SDE USE ONLY
I. RHYTHM			
A. A feel and response to rhythm through body movement.	____	____	____
B. A feel for steady beat in 2's and/or 3's.	____	____	____
C. A feel for slow-fast tempo.	____	____	____
D. Creative rhythm patterns.	____	____	____
II. MELODY			
A. Melody in high or low register.	____	____	____
B. Melody moving in the following patterns: -upward and downward -steps and leaps -repetition.	____	____	____
C. Creative melodic patterns.	____	____	____
D. Long, short, repeated or different melodic phrases.	____	____	____
E. Matching pitches and singing the interval "sol-mi".	____	____	____
III. TONE COLOR			
A. Differences between loud and soft sounds.	____	____	____
B. The tone qualities of child/adult and male/female voices.	____	____	____
C. Different environmental and instrumental sounds.	____	____	____
IV. TEXTURE			
A. Melody with or without accompaniment.	____	____	____
V. FORM			
A. Repetition, contrast, variations and free form in music.	____	____	____
VI. STYLE			
A. The elements of music that combine to make a particular style.	____	____	____
B. Environmental influences upon music.	____	____	____
C. Music of different cultures.	____	____	____
TOTAL			

Give this completed form to the School Coordinator for inclusion in the Evaluation Report.

PERFORMANCE OBJECTIVE 7.3

PHYSICAL EDUCATION SKILLS - SUMMARY SHEET

AGE 5-8

COUNTY AND DISTRICT _____ DATE _____

SCHOOL _____ NUMBER ENROLLED _____

SKILLS	NUMBER SHOWING IMPROVEMENT	NUMBER SHOWING NO CHANGE	NUMBER SHOWING REGRESSION	*TOTAL FOR EACH SKILL	SDE USE ONLY
1. 30 YARD DASH				*	
2. THROW FOR DISTANCE				*	
3. CATCHING				*	
4. JUMPING				*	
5. BALANCING				*	
6. BALL BOUNCING right				*	
6. BALL BOUNCING left				*	
7. PULL-UPS				*	
8. KICK FOR DISTANCE				*	

*NOTE: The "Total for Each Skill" may never exceed the number enrolled in the program.

This Summary Form is to be given to the School Coordinator for inclusion in the Evaluation Report.

PERFORMANCE OBJECTIVE 7.3

PHYSICAL EDUCATION SKILLS - SUMMARY SHEET

AGE 9-11

COUNTY AND DISTRICT _____ DATE _____

SCHOOL _____ NUMBER ENROLLED _____

SKILLS	NUMBER SHOWING IMPROVEMENT	NUMBER SHOWING NO CHANGE	NUMBER SHOWING REGRESSION	*TOTAL FOR EACH SKILL	SDE USE ONLY
1. 40 YARD DASH				*	
2. SOFTBALL THROW FOR DISTANCE				*	
3. STANDING BROAD JUMP				*	
4. BASKETBALL DRIBBLE				*	
5. VOLLEYBALL VOLLEY				*	
6. PULL-UPS				*	
7. BALANCING BEAM				*	
8. JUMP REACH				*	

*NOTE: The "Total for Each Skill" may never exceed the number enrolled in the program.

This Summary Form is to be given to the School Coordinator for inclusion in the Evaluation Report.

PERFORMANCE OBJECTIVE 7.3

PHYSICAL EDUCATION SKILLS - SUMMARY SHEET

AGE 12-14

COUNTY AND DISTRICT _____ DATE _____

SCHOOL _____ NUMBER ENROLLED _____

SKILLS	NUMBER SHOWING IMPROVEMENT	NUMBER SHOWING NO CHANGE	NUMBER SHOWING REGRESSION	*TOTAL FOR EACH SKILL	SDE USE ONLY
1. 50 YARD DASH				*	
2. SOFTBALL THROW FOR DISTANCE AND ACCURACY				*	
3. STANDING BROAD JUMP				*	
4. BASKETBALL FREE THROWS				*	
5. PULL-UP				*	
6. BENT-KNEE SIT-UPS				*	
7. SOCCER BALL KICK FOR DISTANCE				*	
8. JUMP REACH				*	

*NOTE: The "Total for Each Skill" may never exceed the number enrolled in program.

This Summary Form is to be given to the School Coordinator for inclusion in the Evaluation Report.

PERFORMANCE OBJECTIVE 6.1

EVALUATION OF SPANISH-SPEAKING POSITION(S)

On this page, or on your school district's regular personnel evaluation form, provide an evaluation of each person who worked in this position. This evaluation should be completed by the School Coordinator. DO NOT include the name(s) of the person(s) being evaluated.

PERFORMANCE OBJECTIVE 8.1

PERFORMANCE OBJECTIVE 8.2

VOCATIONAL AWARENESS: COMPLETION OF JOB RELATEDNESS/JOB APPLICATION

DISTRICT _____ SCHOOL NAME _____

DIRECTIONS: To be completed by the Counselor in Evening Programs at the end of the program.

Performance Objective 8.1

Total Number of Students in Career Awareness Program (8.1)	Number of Students Completing "Job Relatedness Form"	Percent of Students Completing "Job Relatedness Form"

Performance Objective 8.2

Total Number of Students in Career Awareness Program (8.2)	Number of Students Completing a "Job Application Form"	Percent of Students Completing "Job Application Form"

Return this completed form to your School Coordinator for inclusion in the Evaluation Report.

SDE 24-082-03
(This form becomes obsolete 6/30/83)

Q29

PERFORMANCE OBJECTIVE 9.1

PERFORMANCE OBJECTIVE 9.2

HEALTH SUPPORT ACTIVITY

DISTRICT_____ SCHOOL NAME_____

DIRECTIONS: To be completed by the School Nurse at the end of the program.

1. Total number of students screened for the following services:

   a. dental _____
   b. hearing _____
   c. vision _____
   d. immunizations _____
   e. scoliosis _____
   f. other (list) _____

2. Total number of students identified as requiring the services revealed by screening:

   a. dental _____
   b. hearing _____
   c. vision _____
   d. immunizations _____
   e. scoliosis _____
   f. other (list) _____

3. Total number of students actually receiving the service after screening. The number treated may not be greater than the number identified as needing the service. DO NOT include treatment of accidents or illnesses which occur or develop during the program:

   a. dental _____
   b. hearing _____
   c. vision _____
   d. immunizations _____
   e. scoliosis _____
   f. other (list) _____

4. Total number of students receiving full physical examinations. _____

5. Number of MSRTS Health Records updated. _____

EVALUATION OF OBJECTIVES OR ACTIVITIES OTHER THAN THOSE MANDATED BY THE STATE PLAN FOR MIGRATORY EDUCATION

(Use a Separate Page for Each Objective)

NAME OF ACTIVITY:

ACTIVITY OBJECTIVE:

DESCRIPTION OF ACTIVITY COMPONENTS:

OUTCOMES: Number of participants _____

Number of participants who showed improvements or who met the objectives _____

Give any other evidence of the effectiveness of the activity. Attach a copy of any checklist or locally developed instrument used in the evaluation of this objective.

NARRATIVE REPORT

Any additional evidence of program effectiveness may be reported on this form. Special problems encountered in the development, implementation and administration of the program may be discussed. Further recommendations for program improvement are welcomed.

PERFORMANCE OBJECTIVE 5.1

MIGRANT EDUCATION NEEDS ASSESSMENT SURVEY

In developing the State Plan for Migrant Education, it is required that continual monitoring be given to needs assessment in order to establish the gap between "present conditions" and "the condition to strive for and deemed acceptable". Local programs then reflect these needs in developing the scope and sequence of project activities. As a means of reviewing needs of South Carolina migrant children, you are requested to respond to the following survey instrument.

I. Your present position in relation to migrant children is: ("X" one)

___ Project Director
___ School Coordinator
___ Math/Reading Consultant
___ Teacher
___ Teacher Aide
___ Day Care Worker
___ Home-School Coordinator
___ Nurse
___ Librarian
___ Records Clerk
___ Language Interpreter
___ Cafeteria Worker
___ Bus Driver
___ Parent of Migrant Student
___ Crew Chief
___ Crewer
___ Department of Education Staff

II. Directions:

1. Read the items in the list below.
2. For each item circle the number that represents how important you believe it is as a need that migrant children in South Carolina have at this time.

Circle the "1" if the item is extremely important
Circle the "2" if the item is very important
Circle the "3" if the item is important
Circle the "4" if the item is not important

(1) 1 2 3 4 Communication problem resulting from a language barrier

(2) 1 2 3 4 Social adjustment (individual and group interactions)

(3) 1 2 3 4 Cultural enrichment (the need for awareness of "everyday life elements" of various cultures, e.g., art, music, customs, values, etc.)

(4) 1 2 3 4 Career education awareness/occupational training skills for specific types of work

(5) 1 2 3 4 Basic speaking skills
(6) 1 2 3 4 Basic reading and writing skills
(7) 1 2 3 4 Basic math skills

(8) 1 2 3 4 Pre-school readiness activities for 0-5 year olds

(9) 1 2 3 4 Health education (instruction in personal health habits, hygiene, nutrition, etc.)

(10) 1 2 3 4 Arts and crafts (not occupational)

(11) 1 2 3 4 Recreation (physical exercise and individual and group play)

(12) 1 2 3 4 Communication between home and school

(13) 1 2 3 4 Medical/Dental services

(14) 1 2 3 4 Clothing needs

(15) 1 2 3 4 Nutrition (adequate and appropriate food)

(16) 1 2 3 4 Psychological and counseling services

In the blanks provided below, add any items that you think are important needs of migrant children and indicate their relative importance by circling the appropriate number.

1 2 3 _____

1 2 3 _____

1 2 3 _____

Revised 1978

Q22

SDE 24-082-02
(This form becomes obsolete 6/30/83)

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Revista de necesidades para la instrucción de familias migratorias

Para seguir el desarrollo del Programa Estatal para la Instrucción de Familias Migratorias se requiere que haya una revisión continua para determinar lo que se necesite y lo que falte para conseguir una condición deseable y aceptable bajo las indicaciones del gobierno federal, y para servir de ejemplo para los programas de varios distritos dentro del estado. Le rogamos que conteste debidamente estas preguntas para ayudar el programa para los niños de familias migratorias.

I. La posición actual de usted respecto a los niños de familias migratorias es: (Ponga una "X" sobre la raya apropiada)

___ Dirigente de programa
___ Coordinador de escuela
___ Consultante para matemáticas o para lectura
___ Maestro(a)
___ Ayudante al maestro
___ Empleado en el cuidado diario de niños pre-escolares
___ Coordinador entre domicilio y escuela
___ Enfermera
___ Bibliotecario
___ Empleado en archivos
___ Intérprete
___ Empleado en la cafetería
___ Chofer de camión
___ Padre/madre de alumno migratorio
___ Capataz
___ Cultivador o dueño de tierras cultivadas
___ Empleado del Departamento de Instrucción Pública

II. Advertencias: Lea con cuidado las categorías siguientes. Para cada una, ponga un círculo al número que indique la importancia que usted personalmente da a la categoría respecto a las necesidades de los niños de familias migratorias.

El número 1 significa "sumamente importante"
El número 2 significa "muy importante"
El número 3 significa "importante"
El número 4 significa "sin importancia"

(1) 1 2 3 4 Comunicarse mejor, salvar la "barrera" entre el inglés y el español

(2) 1 2 3 4 Adaptarse en el nivel social con otros individuos y con otros grupos

(3) 1 2 3 4 Aprender las costumbres, los valores, los hechos comunes a la vida diaria que les rodea en la escuela y en el país

(4) 1 2 3 4 Saber de otros empleos y obtener las habilidades necesarias para desempeñar otros empleos

(5) 1 2 3 4 Aprender a hablar inglés
(6) 1 2 3 4 Aprender a escribir y leer inglés
(7) 1 2 3 4 Aprender matemáticas

(8) 1 2 3 4 Aprender a decir y formar y reconocer las letras del abecedario (alistarse para aprender a leer)

(9) 1 2 3 4 Recibir instrucción en la higiene, la limpieza personal, y cómo mantenerse en buena salud

(10) 1 2 3 4 El arte (dibujo, pintura, alfarería, etc., pero para diversión, no como oficio comercial)

(11) 1 2 3 4 Participar en juegos de recreo, deportes invididuales y de equipo

(12) 1 2 3 4 Que se establezcan vías de comunicación oral y escrita entre la escuela y el domicilio

(13) 1 2 3 4 Que reciba servicios medicinales y dentales

(14) 1 2 3 4 Que reciba lo que le falte respeto a la ropa

(15) 1 2 3 4 Que reciba comida nutritiva

(16) 1 2 3 4 Que reciba servicios de consejeros y psicólogos

Aquí, también poniéndole círculo al número que indique su importancia, puede Usted añadir cualquier otra cosa que le parezca conveniente respeto a lo necesario para los niños en el programa.

1 2 3 _____

1 2 3 _____

1 2 3 _____

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E. Program Forms

1. LEA Application with Instructions
2. Monitoring and Enforcement Plan
3. SEA Monitoring Form
4. Complaint Resolution Procedure
5. Migrant Student Record Transfer System Forms (Educational and Medical)
6. ESEA Title I Program Guide #60-DCE/OB, #60-A, and #60-B

OMB Approval No. 29-R0218

FEDERAL ASSISTANCE

2. APPLICANT'S APPLICATION — a. NUMBER: ; b. DATE (Year month day): 19

3. STATE APPLICATION IDENTIFIER — a. NUMBER: ; b. DATE ASSIGNED (Year month day): 19

1. TYPE OF ACTION (Mark appropriate box.)
- ☐ PREAPPLICATION
- ☐ APPLICATION
- ☐ NOTIFICATION OF INTENT (Opt.)
- ☐ REPORT OF FEDERAL ACTION

Leave Blank

SECTION I—APPLICANT/RECIPIENT DATA

4. LEGAL APPLICANT/RECIPIENT
- a. Applicant Name :
- b. Organization Unit :
- c. Street/P.O. Box :
- d. City : e. County :
- f. State : g. ZIP Code
- h. Contact Person (Name & telephone No.) :

5. FEDERAL EMPLOYER IDENTIFICATION NO.

6. PROGRAM (From Federal Catalog)
- a. NUMBER 84.011
- b. TITLE Migrant Education Program - State Formula Grant Program

7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT

8. TYPE OF APPLICANT/RECIPIENT
A-State; B-Interstate; C-Substate District; D-County; E-City; F-School District; G-Special Purpose District; H-Community Action Agency; I-Higher Educational Institution; J-Indian Tribe; K-Other (Specify): ; Enter appropriate letter ☐

9. TYPE OF ASSISTANCE
A-Basic Grant; B-Supplemental Grant; C-Loan; D-Insurance; E-Other; Enter appropriate letter(s) A

10. AREA OF PROJECT IMPACT (Names of cities, counties, States, etc.)

11. ESTIMATED NUMBER OF PERSONS BENEFITING

12. TYPE OF APPLICATION
A-New; B-Renewal; C-Revision; D-Continuation; E-Augmentation; Enter appropriate letter ☐

13. PROPOSED FUNDING

a. FEDERAL	$ .00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	$ .00

14. CONGRESSIONAL DISTRICTS OF: a. APPLICANT ; b. PROJECT

15. PROJECT START DATE (Year month day): 19

16. PROJECT DURATION (Months)

17. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY (Year month day): 19

18. TYPE OF CHANGE (For 12a or 12e)
A-Increase Dollars; B-Decrease Dollars; C-Increase Duration; D-Decrease Duration; E-Cancellation; F-Other (Specify): ; Enter appropriate letter(s)

19. EXISTING FEDERAL IDENTIFICATION NUMBER

20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code) Department of Education, 400 Maryland Avenue, SW., Washington, D.C. 20202 5303

21. REMARKS ADDED ☐ Yes ☐ No

SECTION II—CERTIFICATION

22. THE APPLICANT CERTIFIES THAT ▶
a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.

b. If required by OMB Circular A-95 this application was submitted, pursuant to instructions therein, to appropriate clearinghouse and all responses are attached:

	No response	Response attached
(1)	☐	☐
(2)	☐	☐
(3)	☐	☐

23. CERTIFYING REPRESENTATIVE — a. TYPED NAME AND TITLE ; b. SIGNATURE ; c. DATE SIGNED (Year month day): 19

SECTION III—FEDERAL AGENCY ACTION

24. AGENCY NAME

25. APPLICATION RECEIVED (Year month day): 19

26. ORGANIZATIONAL UNIT

27. ADMINISTRATIVE OFFICE

28. FEDERAL APPLICATION IDENTIFICATION

29. ADDRESS

30. FEDERAL GRANT IDENTIFICATION

31. ACTION TAKEN
- ☐ a. AWARDED
- ☐ b. REJECTED
- ☐ c. RETURNED FOR AMENDMENT
- ☐ d. DEFERRED
- ☐ e. WITHDRAWN

32. FUNDING

a. FEDERAL	$ .00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	$ .00

33. ACTION DATE ▶ (Year month day): 19

34. STARTING DATE (Year month day): 19

35. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)

36. ENDING DATE (Year month day): 19

37. REMARKS ADDED ☐ Yes ☐ No

38. FEDERAL AGENCY A-95 ACTION

a. In taking above action, any comments received from clearinghouses were considered. If agency requests in due order provisions of Part I, OMB Circular A-95, it has been or is being made.

b. FEDERAL AGENCY A-95 OFFICIAL (Name and telephone no.)

424-101 (ED FORM 362, 2/81)

STANDARD FORM 424 PAGE 1 (10-79)
Prescribed by GSA, Federal Management Circular 74-7

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SECTION IV—REMARKS *(Please reference the proper item number from Sections I, II or III, if applicable)*

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GENERAL INSTRUCTIONS

This is a multi-purpose standard form. First, it will be used by applicants as a required facesheet for pre-applications and applications submitted in accordance with Federal Management Circular 74–7. Second, it will be used by Federal agencies to report to Clearinghouses on major actions taken on applications reviewed by clearinghouses in accordance with OMB Circular A–95. Third, it will be used by Federal agencies to notify States of grants-in-aid awarded in accordance with Treasury Circular 1082. Fourth, it may be used, on an optional basis, as a notification of intent from applicants to clearinghouses, as an early initial notice that Federal assistance is to be applied for (clearinghouse procedures will govern).

APPLICANT PROCEDURES FOR SECTION I

Applicant will complete all items in Section I. If an item is not applicable, write "NA". If additional space is needed, insert an asterisk "*", and use the remarks section on the back of the form. An explanation follows for each item:

Item

1. Mark appropriate box. Pre-application and application guidance is in FMC 74–7 and Federal agency program instructions. Notification of intent guidance is in Circular A–95 and procedures from clearinghouse. Applicant will not use "Report of Federal Action" box.

2a. Applicant's own control number, if desired.

2b. Date Section I is prepared.

3a. Number assigned by State clearinghouse, or if delegated by State, by areawide clearinghouse. All requests to Federal agencies must contain this identifier if the program is covered by Circular A–95 and required by applicable State/areawide clearinghouse procedures. If in doubt, consult your clearinghouse.

3b. Date applicant notified of clearinghouse identifier.

4a–4h. Legal name of applicant/recipient, name of primary organizational unit which will undertake the assistance activity, complete address of applicant, and name and telephone number of person who can provide further information about this request.

5. Employer identification number of applicant as assigned by Internal Revenue Service.

6a. Use Catalog of Federal Domestic Assistance number assigned to program under which assistance is requested. If more than one program (e.g., joint-funding) write "multiple" and explain in remarks. If unknown, cite Public Law or U.S. Code.

6b. Program title from Federal Catalog. Abbreviate if necessary.

7. Brief title and appropriate description of project. For notification of intent, continue in remarks section if necessary to convey proper description.

8. Mostly self-explanatory. "City" includes town, township or other municipality.

9. Check the type(s) of assistance requested. The definitions of the terms are:

   A. Basic Grant. An original request for Federal funds. This would not include any contribution provided under a supplemental grant.

   B. Supplemental Grant. A request to increase a basic grant in certain cases where the eligible applicant cannot supply the required matching share of the basic Federal program (e.g., grants awarded by the Appalachian Regional Commission to provide the applicant a matching share).

   C. Loan. Self explanatory.

Item

   D. Insurance. Self explanatory.

   E. Other. Explain on remarks page.

10. Governmental unit where significant and meaningful impact could be observed. List only largest unit or units affected, such as State, county, or city. If entire unit affected, list it rather than subunits.

11. Estimated number of persons directly benefiting from project.

12. Use appropriate code letter. Definitions are:

   A. New. A submittal for the first time for a new project.

   B. Renewal. An extension for an additional funding/budget period for a project having no projected completion date, but for which Federal support must be renewed each year.

   C. Revision. A modification to project nature or scope which may result in funding change (increase or decrease).

   D. Continuation. An extension for an additional funding/budget period for a project the agency initially agreed to fund for a definite number of years.

   E. Augmentation. A requirement for additional funds for a project previously awarded funds in the same funding/budget period. Project nature and scope unchanged.

13. Amount requested or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions will be included. If the action is a change in dollar amount of an existing grant (a revision or augmentation), indicate only the amount of the change. For decreases enclose the amount in parentheses. If both basic and supplemental amounts are included, breakout in remarks. For multiple program funding, use totals and show program breakouts in remarks. Item definitions: 13a, amount requested from Federal Government; 13b, amount applicant will contribute; 13c, amount from State, if applicant is not a State; 13d, amount from local government, if applicant is not a local government; 13e, amount from any other sources, explain in remarks.

14a. Self explanatory.

14b. The district(s) where most of actual work will be accomplished. If city-wide or State-wide, covering several districts, write "city-wide" or "State-wide."

15. Complete only for revisions (item 12c), or augmentations (item 12e).

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Item	
16.	Approximate date project expected to begin (usually associated with estimated date of availability of funding).
17.	Estimated number of months to complete project after Federal funds are available.
18.	Estimated date preapplication/application will be submitted to Federal agency if this project requires clearinghouse review. If review not required, this date would usually be same as date in item 2b.
19.	Existing Federal identification number if this is not a new request and directly relates to a previous Federal action. Otherwise write "NA".
20.	Indicate Federal agency to which this request is addressed. Street address not required, but do use ZIP.
21.	Check appropriate box as to whether Section IV of form contains remarks and/or additional remarks are attached.

APPLICANT PROCEDURES FOR SECTION II

Applicants will always complete items 23a, 23b, and 23c. If clearinghouse review is required, item 22b must be fully completed. An explanation follows for each item:

Item	
22b.	List clearinghouses to which submitted and show in appropriate blocks the status of their responses. For more than three clearinghouses, continue in remarks section. All written comments submitted by or through clearinghouses must be attached.
23a.	Name and title of authorized representative of legal applicant.
23b.	Self explanatory.
23c.	Self explanatory.
Note:	Applicant completes only Sections I and II. Section III is completed by Federal agencies.

FEDERAL AGENCY PROCEDURES FOR SECTION III

If applicant-supplied information in Sections I and II needs no updating or adjustment to fit the final Federal action, the Federal agency will complete Section III only. An explanation for each item follows:

Item	
24.	Executive department or independent agency having program administration responsibility.
25.	Self explanatory.
26.	Primary organizational unit below department level having direct program management responsibility.
27.	Office directly monitoring the program.
28.	Use to identify non-award actions where Federal grant identifier in item 30 is not applicable or will not suffice.
29.	Complete address of administering office shown in item 26.
30.	Use to identify award actions where different from Federal application identifier in item 28.
31.	Self explanatory. Use remarks section to amplify where appropriate.
32.	Amount to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions will be included. If the action is a change in dollar amount of an existing grant (a revision or augmentation), indicate only the amount of change. For decreases, enclose the amount in parentheses. If both basic and supplemental amounts are included, breakout in remarks. For multiple program funding, use totals and show program breakouts in remarks. Item definitions: 32a, amount awarded by Federal Government; 32b, amount applicant will contribute; 32c, amount from State, if applicant is not a State; 32d, amount from local government if applicant is not a local government; 32e, amount from any other sources, explain in remarks.
33.	Date action was taken on this request.
34.	Date funds will become available.
35.	Name and telephone no. of agency person who can provide more information regarding this assistance.
36.	Date after which funds will no longer be available.
37.	Check appropriate box as to whether Section IV of form contains Federal remarks and/or attachment of additional remarks.
38.	For use with A-95 action notices only. Name and telephone of person who can assure that appropriate A-95 action has been taken—if same as person shown in item 35, write "same". If not applicable, write "NA".

Federal Agency Procedures—special considerations

A. *Treasury Circular 1082 compliance.* Federal agency will assure proper completion of Sections I and III. If Section I is being completed by Federal agency, all applicable items must be filled in. Addresses of State Information Reception Agencies (SCIRA's) are provided by Treasury Department to each agency. This form replaces SF 240, which will no longer be used.

B. *OMB Circular A-95 compliance.* Federal agency will assure proper completion of Sections I, II, and III. This form is required for notifying all reviewing clearinghouses of major actions on all programs reviewed under A-95. Addresses of State and areawide clearinghouses are provided by OMB to each agency. Substantive differences between applicant's request and/or clearinghouse recommendations, and the project as finally awarded will be explained in A-95 notifications to clearinghouses.

C. *Special note.* In most, but not all States, the A-95 State clearinghouse and the (TC 1082) SCIRA are the same office. In such cases, the A-95 award notice to the State clearinghouse will fulfill the TC 1082 award notice requirement to the State SCIRA. Duplicate notification should be avoided.

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MONITORING OF SOUTH CAROLINA

TITLE I, ESEA, MIGRANT PROGRAMS

Regular Monitoring Visits by SEA Personnel to Title I Projects

1. Frequency of Visits

   (a) The total number of school districts in which services will be provided under the state's Title I program for migratory children is ten (10).

   (b) Ten districts will be visited each year at least twice.

2. Selection of Districts to be Visited

   All districts will be visited twice a year. Those districts which exhibit a need for technical assistance will be visited more frequently.

   Purpose and Scope of Monitoring

   Each Title I project visited by the SEA staff will be reviewed for compliance with all applicable Title I requirements, conformity with the approved applications, and evidence of effectiveness including but not limited to a review of evaluation reports. Copies of the SEA's checklists or guides for on-site reviews of Title I projects for migratory children are enclosed.

Monitoring Reports

1. Issuance

   Within 45 days after a project has been visited, the SEA will issue its monitoring report to the agency conducting the project. That agency will be directed to respond within 30 days after it receives the report.

2. Availability

   "Consistent with the requirement in Section 125(c) of Title I, this agency will send a copy of the monitoring report on a Title I Migrant Education Project to the appropriate local advisory council. As soon as the agency conducting the project receives the report it will be considered as public information in accordance with Section 126(c) of Title I."

3. Corrective Action

   "In accordance with Title I and the relevant regulations, the SEA will use one or more of the following methods to insure corrective action or prompt response to a monitoring report".

   (a) Follow-up visits by SEA staff to determine whether the agency is taking the required corrective action or to expedite the agency's response to a monitoring report.

(b) Compliance agreements under Section 169(c) of Title I.

(c) Withholding of Title I funds under Section 169(a) of Title I.

(d) The SEA's authority to disapprove projects under Section 164 of Title I.

MIGRANT PROJECTS
(Administrative and Supportive Activities)

School District_____ School_____

Dates of Review: Initial _____ Final_____ Project Number_____

Coordinator_____ Reviewer_____

	Yes	No	N/A
I. ADMINISTRATION			
A. Project is being implemented as approved.			
B. In-service training provided for staff.			
C. Community is involved in project (Migrant parents, growers, and community organizations).			
D. Dissemination of information plan is being implemented.			
E. Enrollment of student in MSRTS is in effect.			
F. Students are properly identified and officially enrolled.			
G. Proper data is kept on all students.			
H. Equipment purchased and accessible to staff.			
I. Equipment inventory list is available and the equipment is properly identified.			
J. Migrant funds are used to supplement Federal, State, and Local Funds.			
K. All required reports are properly executed.			
L. Ongoing evaluation is being conducted.			
M. Migrant Education Needs Assessment Survey Forms are being distributed and collected.			

COMMENTS: _____

Revised 6/81

II. SUPPORTIVE SERVICES	Yes	No	N/A
A. Trained personnel hired for the supportive services components.			
B. In-service training provided where applicable.			
C. The supportive services are being conducted consistent with the project description.			
D. The services being implemented are related to an educational need and supports an instructional activity or objective.			
E. The supportive services are being supplemented by other community agencies.			
F. Pertinent student data is placed on the MSRTS Educational Record and the MSRTS Medical Record (Student Records).			
G. Supplies and equipment requested in the project description are available and are in use.			

COMMENTS: _____

INSTRUMENT FOR MONITORING THE

MSRTS AT LEA MIGRANT CENTERS

School District_____ School_____

Date of Review_____ Project Number_____

Coordinator_____ Reviewer_____

ITEMS	YES	NO	N/A
1. Home-School Coordinator is familiar with the area.			
2. Home-School Coordinator has good rapport with growers, crew chiefs, parents and community organizations that serve migrants.			
3. Home-School Coordinator is knowledgeable of the total migrant program.			
4. Home-School Coordinator is personally filling-out all data items on the Enrollment Forms in an accurate manner. (Including securing appropriate signatures).			
5. Home-School Coordinator is submitting completed Enrollment Forms to the Record Clerk daily.			
6. Home-School Coordinator and Record Clerk are working cooperatively in preparing forms to be submitted to SDE.			
7. Record Clerk is preparing Teletype Form IIs for completed Enrollment Forms only.			
8. Record clerk is checking each Enrollment Form against the Migrant Enrollment Master List for Key Data items.			
9. Record Clerk has on file an Enrollment Form, Teletype Form II for each enrollee. Also, a Reporting Form(s) consisting of the listing of all students enrolled.			

ITEMS	YES	NO	N/A
10. Record Clerk is recording on each Teletype Form II and Enrollment Form the identical assigned enrollment number that appears on the Reporting Form.			
11. Record Clerk is signing each Teletype Form II.			
12. Record Clerk is preparing the Reporting Form on a daily basis. The name of students are typed in alphabetical order, and each student is assigned an enrollment number. The number system is maintained cumulatively.			
13. The Program Director is signing the Reporting Forms daily and mailing the Reporting Forms, Teletype Form IIs, and Enrollment Forms to SDE daily.			
14. Student and Medical Records are being checked against Reporting Form(s), Teletype Form IIs and Enrollment Forms.			
15. Student and Medical Records are being checked for accuracy.			
16. Student Records are distributed to appropriate teachers for perusal and update.			
17. All update information is in red ink. All corrections on records are in red ink.			
18. Student and Medical records are being promptly updated upon the date of withdrawal from the program.			
19. Copies of Student and Medical records are being submitted to SDE on timely basis with the appropriate update information.			
20. Copies of the Student and Medical Records are filed along with the Teletype Form IIs and Enrollment Forms in the Record Clerk's file and the Director's file.			

COMMENTS: _____

_____

_____

School District:_____ School_____ VISITATION REVIEW FORM FOR MIGRANT PROJECTS INSTRUCTIONAL ACTIVITIES

Date of Review:_____

Reviewer:_____

ITEMS	Reading		Math		E.C. 3 & 4		E.C. 5 & 6		Art		Music		P.E.		Voc. AH.	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1. Activity is being conducted consistent with the project description.																
2. The Center's established time schedule is being followed.																
3. Class time is generally used wisely.																
4. Personnel conducting the activity are knowledgeable about the special needs of migrant children.																
5. Personnel (have been/are being) trained to properly perform their functions.																
6. The teaching staff is knowledgeable of instructional objectives.																
7. The teaching staff is attempting to implement the instructional objectives.																
8. The teaching staff is maintaining appropriate records of student programs.																
9. The Center has appropriate equipment and materials in sufficient quantity to effectively implement the activity.																

COMMENTS:_____

6'91

PERFORMANCE OBJECTIVE 4.1

DAY CARE SERVICES: 0 to 3 YEARS

DISTRICT _____ SCHOOL NAME _____

FORM COMPLETED BY _____ DATE _____

DIRECTIONS: To be completed by Migrant Supervisor and Curriculum Specialist, upon visit, and by the School Coordinator at 3 intervals during the program. The completed forms are to be included in the program evaluation.

ITEMS	YES	NO	NOT OBSERVED	SPECIFY PROBLEM IF NO
4.1 Room is clean and sanitary.				
4.2 Room is safe for toddlers and crib babies.				
4.3 Toddlers are housed separately from crib babies.				
4.4 Room and equipment is orderly and attractive. Equipment stored properly.				
4.5 Play area is provided.				
4.6 Play area is separated from sleep and rest area.				
4.7 A rest and sleep period is an established part of the daily schedule.				
4.8 Children are bathed daily; more often if necessary.				
4.9 Sufficient clothing is available for children to have clean, dry clothes.				
4.10 Diapers or pampers are disposed of properly (sanitary manner)				
4.11 Each individual's bottle is identified and not used by other children.				
4.12 A balanced diet is served daily.				

Ratio of day care workers to children on this date: 1 to _____.

SDE 24-082-03
(This form becomes obsolete 6/30/83)

Q21

COMPLAINT RESOLUTION

The South Carolina Department of Education has adopted written procedures for receiving complaints and reviewing appeals with respect to complaints. Those procedures meet the requirements of Section 168 of Title I. A copy of this agency's complaint procedures is enclosed. (Enclosure No. 2)

The South Carolina Department of Education will enforce the requirements of Section 128 of Title I (complaint resolution by applicant agencies).

South Carolina Department of Education

ESEA TITLE I COMPLAINT PROCEDURE

The South Carolina Department of Education (SEA) recognizes that in accordance with P. L. 95-561, Section 168, a procedure is required whereby parents, other individuals, and/or organizations can be assured of a prompt and fair disposition of their grievances.

These complaint procedures shall be disseminated, free of charge, to all interested parties, including all district and school advisory councils.

A grievance as defined herein is a written complaint, registered by identifiable individuals, and/or organizations, involving the alleged violation of state or federal laws, rules, regulations, or guidelines governing the ESEA Title I program by a local education agency (LEA) over whose project the SEA exercises approval in accordance with a state plan.

The right to file a complaint shall be afforded to any parents, individuals, and/or organizations and shall begin with a written statement by said parents, individuals, and/or organizations alleging a violation, misinterpretation, or inappropriate application of state or federal laws or guidelines by a local education agency. This written statement must include, as a minimum, the following information:

a. the name and address of the party or parties alleging the violation.

b. a description of the alleged violation, misinterpretation or inappropriate application of state or federal laws or guidelines by the local education agency.

Upon receipt of a complaint, delivered as described above, the SEA shall adhere to the following procedures:

Step One - The SEA shall notify the LEA in writing of the complaint within five days of receipt. This notice shall (a) direct the LEA to set into motion the official complaint procedure of the LEA, and (b) direct the LEA to provide the SEA with a copy of its written findings.

Step Two - The SEA will provide the complainant with a copy of the notice to the LEA and inform the complainant of his right to appeal the final resolution of the complaint by the LEA to the SEA within fifteen days after receipt of the LEAs written decision.

The SEA accepts the responsibility of acting as the appeal agency for complaint resolution and will receive and resolve appeals from parents, individuals, and/or organizations aggrieved by the decision of the LEA with regard to an alleged complaint. The SEA shall proceed with its appeal procedure in the following manner:

Step One - The parents, individuals, and/or organizations aggrieved by the final decision of the LEA shall submit their notice of intent to appeal in writing to the SEA within fifteen days after receipt of the final decision of the LEA.

Step Two - Within five days of the receipt of the notice of intent to appeal the SEA shall notify the parties of the following:

(a) The date set for the review by the SEA which will be conducted at the LEA.

(b) The right of the complainant's representative or both and the LEA involved to present evidence, question parties to the dispute, and any of their witnesses. All parties desiring to present evidence must notify the SEA in writing of their intention and furnish the SEA with the names of those persons who will present evidence or act as a representative for that party, at least five days prior to the scheduled review date.

Step Three - After presentation of evidence by all parties involved, the SEA shall render a decision within five days. The initial decision may be a determination that further investigation is necessary.

Step Four - Upon the decision to investigate:

(a) An appointment will be made with the LEA for an independent on-site review by members of the SEA. Such review will be scheduled within ten days after notifying the parties of the decision to investigate further. All arrangements shall be confirmed in writing by the SEA.

(b) The complainant will be informed of the date on which the on-site review will be conducted.

(c) Appropriate staff from the SEA will conduct an on-site review.

The on-site review will include the following procedures:

1. Review of pertinent Title I documents relating to the alleged violation utilizing checksheets developed by the SEA to insure proper monitoring of all points of the law and regulations.

2. Interview appropriate LEA staff including staff members in school(s) where alleged violations have occurred.

(d) A written summary report of findings will be prepared by the SEA. Any violation of Title I or the regulations for that title will be cited and directions for corrective actions will be given. A copy of the summary report of findings and

corrective actions to be taken will be mailed to the parties within five days following completion of the on-site review, and a 30-day time limit will be imposed upon the LEA to effectuate the cited corrective actions.

Step Five - This procedure concludes with a final report which sets forth the substance of the allegation, name(s) of complainant, summary report of findings, and final disposition of the complaint along with the reasons for the specific actions taken being disseminated to the LEA superintendent, the Title I coordinator, the chairperson of the LEA districtwide parent advisory council, and the complainant. This report shall be disseminated to the above within sixty days from the time the initial appeal was received by the State educational agency. The complainant and the LEA shall be notified of the right to appeal the final resolution of the SEA to the Commissioner within thirty days after receipt of the final decision of the SEA.

Step Six - A follow-up review by SEA staff will be conducted at the close of the 30-day time period in order to insure that corrective actions have been appropriately implemented. A final written report will be prepared by SEA staff which will reflect that appropriate corrective actions have been taken by the LEA and that the Title I complaint has been satisfactorily corrected.

Step Seven - In the event sufficient corrective action has not been taken, the SEA will initiate one or more of the following actions to insure corrective action:

1. Complaince agreements under Section 169(c) of Title I.

2. Withholding of Title I funds under Section 169 (a) of Title I.

3. The SEA's authority to disapprove projects under Section 164 of Title I.

UNIFORM MIGRANT STUDENT EDUCATIONAL TRANSFER FORM

01 LAST NAME	02 FIRST NAME	03 MI	04 SEX	05 BIRTHDATE MO DA YR	06 V	07 AGE	08 CITY OF BIRTH	09 COUNTY/COUNTRY OF BIRTH	10 ST	11 HOME BASE CITY	12 ST	13 STUDENT NO.	MNE

MIGRANT STATUS 13 | EXTRA BIRTHDATE 14 | 15 | 16

SH SCHOOL HISTORY DATA

SCHOOL NAME	ST	01 DATE ENR MO DA YR	02 DATE WITH MO DA YR	03 DAYS ENR	04 DAYS PR	%
SCHOOL ADDRESS						
SCHOOL CITY						
ST ZIP SCHOOL ID						
MEDICAL RECORD ADDRESSEE						

LP LEGAL PARENT DATA — CP CURRENT

	LP 01 LAST NAME	LP 02 FIRST NAME	CP 01 LAST NAME	CP 02 FIRST NAME
AA				
AB				

CR CURRENT RESIDENCE: 01. STREET ADDRESS | 02. CITY | 03 ST | 04 ZIP

SP SPECIAL PROGRAMS — MOST RECENT MIGRANT PROJECT SCHOOL — SN SPECIAL INTERESTS

SP	01 CODE	02 MOS	03 HRS	CUMUL

SN NAME	01 CODE

SH SCHOOL HEALTH DATA

CATEGORY OF HEALTH SERVICE — MINIMUM HEALTH SERVICES MATRIX

		01	02	03	04	05	06	07	08	09	10	11	12
A	INITIAL HISTORY												
B	PHYSICAL EXAM												
C	HT & WT (ANNUALLY PLOT GROWTH CHART)												
D	BLOOD PRESS												
E	HB/HCT												
F	URINALYSIS	(ONLY WHEN INDICATED MEDICALLY)											
G	TB										(ANNUALLY IF NEGATIVE)		
H	IMMUNIZATION (PT IDT AT ENTRY)												
I	TRIV. POLIO (ORAL)												
J	MEASLES												
K	RUBELLA												
L	MUMPS												
M	DENTAL												
N	VISION												
O	AUDIOMETRIC SCREENING												
P	SPEECH												
Q	COUGH BLEEDING												
R	BLOOD LEAD												
S	HEMOGLOBIN BLOOD LEVEL												

NOTE: THE FOLLOWING ARE NOT RECOMMENDED AS ROUTINE BY THE AAP STANDARDS OF CHILD HEALTHCARE, OR THE IMMUNIZATION SCHEDULE OF USPHS

T	TUBERCULIN SCREENING												
U	TETANUS DIPHTHERIA												
V	SMALLPOX												
W	POLIOMYELITIS												
X	INFLUENZA												
Y	SEA (DOT)												

TD TEST DATA

NAME	CODE	FORM	LV.	SCORE	%	GRADE EQ MO	GRADE EQ YR

EDUCATION - HEALTH LINKAGE

BEST COPY AVAILABLE

UNIFORM MIGRANT STUDENT MEDICAL TRANSFER FORM

01 ST LAST NAME | 02 FIRST NAME | 03 MI | 04 SEX | 05 BIRTH DATE MO DA YR | 06 V | AGE | 07 CITY OF BIRTH | 08 COUNTY/COUNTRY OF BIRTH | 09 ST | 10 HOME BASE CITY | 11 ST | STUDENT NO. | MIG

MIGRANT STATUS 13 | EXTRA BIRTHDATES 14 15 16 17

SH CURRENT SCHOOL DATA

SCHOOL NAME | MEDICAL RECORD ADDRESSEE

SCHOOL ADDRESS | SCHOOL CITY | ST | ZIP

	SCHOOL ID	01 DATE ENR MO DA YR	02 DATE WITH MO DA YR	03 DAYS ENR	IN DAYS PR	%

LP LEGAL PARENT DATA CP CURRENT

	01 LAST NAME	02 FIRST NAME	01 LAST NAME	02 FIRST NAME
AA				
AB				

CR CURRENT RESIDENCE | 01. STREET ADDRESS | 02. CITY | 03. ST. | 04. ZIP

HM SCHOOL HEALTH DATA

MINIMUM HEALTH SERVICES MATRIX

	CATEGORY OF HEALTH SERVICE	01	02	03	04	05	06	07	08	09	10	11	12
A	INITIAL HISTORY												
B	PHYSICAL EXAM												
C	HT. & WT (ANNUALLY) H.C. (BIRTH ONLY)												
D	BLOOD PRESS												
E	HB/HCT												
F	URINALYSIS	(ONLY WHEN INDICATED MEDICALLY)											
G	TBC										(ANNUALLY IF NEGATIVE)		
H	IMMUNIZATION DPT (DT AFTER 5)												
I	TRIV. POLIO (ORAL)												
J	MEASLES												
K	RUBELLA												
L	MUMPS												
M	DENTAL												
N	VISION												
O	AUDIOMETRIC SCREENING												
P	SPEECH												
Q	COLOR BLINDNESS												
R	BLOOD LEAD												
S	PESTICIDE BLOOD LEVEL												

NOTE: THE FOLLOWING ARE NOT RECOMMENDED AS ROUTINE BY THE AAP STANDARDS OF CHILD HEALTH CARE OR THE IMMUNIZATION SCHEDULE OF USPHS

T	FLUORIDE SCREENING												
U	TYPHOID PARATYPHOID												
V	SMALLPOX												
W	POLIO (INOCULATION)												
X	INFLUENZA												
Y	SCA (0401)												

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HP HEALTH PROBLEM LIST

PROBLEM DATA														TREATMENT DATA				REF. DAT	
	01 PROBLEM NUMBER	02 DATE OF ENCOUNTER MO. DAY YR.	NAME	03 CODE	04 ACTIVE	DORMANT	RESOLVED	05 CHRONIC	ACUTE	06 URGENT	NON URGENT CONDITION	NO OF SYS FROM REC PAST	07 TYPE ADMIN. CURATIVE	HABIT	NO RX	REFER	08 RECOMMENDATIONS FOL UP INT	FOL UP DATE MO DAY YR	09 CONTACT DATA Y N	10 CELL ID.

August 14, 1970
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
ESEA TITLE I Program Guide #60 - DCE/OB

MEMORANDUM TO CHIEF STATE SCHOOL OFFICERS

Subject: Clothing as a Title I Auxiliary Service

"Several inquiries have been made recently concerning the use of Title I funds to provide clothing for needy children of school age. I am concerned, as I know you are, that a lack of clothing may prevent needy Title I eligible children from receiving the benefits of a Title I program as well as the regular school program. Accordingly, we are summarizing established policies for such a Title I auxiliary service.

SEA's may approve applications for Title I programs which include a clothing component under the following circumstances:

1. The provision of clothing is a part of a comprehensive program designed to meet the special educational needs of educationally deprived children residing in eligible school attendance areas.

2. The clothing is provided to only those children who are participating in Title I educational activities.

3. Documentation is furnished that the provision of clothing is necessary for attendance at school.

4. Evidence is provided that all other resources for supportive services have been exhausted.

5. Provision is made for eligible children in public and non-public schools on a comparable basis.

6. Procedures are established whereby the effectiveness of the clothing component is evaluated.

7. The arrangments (sic) for the purchase of clothing are such to insure that the eligible children actually receive the clothing purchased with Title I funds."

Thomas J. Burns
Acting Associate Commissioner for
Elementary and Secondary Education

cc: State Title I Coordinators, ESEA

AUGUST 15, 1970
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
ESEA TITLE I Program Guide #60A - DCE/OB

MEMORANDUM TO CHIEF STATE SCHOOL OFFICERS

"This Program Guide expands and clarifies the provisions contained in Program Guide #60 issued August 14, 1970.

Program Guide #60 reaffirmed that Title I of the Elementary and Secondary Education Act is an educational, not a welfare, program and restated the policy that clothing be provided as a supplementary service under Title I only in emergency situations. The criteria for determining whether clothing is an allowable expenditure were summarized in the seven provisions listed in Program Guide #60.

Program Guide #60 was intended to be read as discouraging across-the-board clothing expenditures under Title I. The Act's legislative history specifically indicates that clothing should be provided only on a discretionary basis. Although the congressional committee reports include clothing in a list of possible services to be provided for educationally deprived children, the item for clothing, shoes, and books is the only one which includes the phrase "where necessary."

In determining the necessity of clothing expenditures in local Title I applications, State educational agencies must follow the restrictions outlined in Program Guide #60 and the requirements of Title I, as listed in Program Guide #44, for State approval of local projects.

I invite your attention particularly to the following by way of clarification:

1. Where eligible children are receiving clothing purchased with Title I funds, in accordance with item 7, no direct payments shall be made to any child or parent, either by the school district or through a welfare agency.

2. There shall be no predetermined amount or flat rate applied to clothing necessary for any child participating in a Title I educational program. Such predetermined amounts would violate the requirement to assess the high priority needs of *individual* educationally deprived children as reflected in Program Guides #44 and 45A. In the case of special clothing needs, each child's specific needs should be identified with the type and quantity of clothing necessary for school attendance specifically outlined. Such needs will vary widely among individual children.

3. Only children participating in Title I educational activities are eligible to receive clothing provided with Title I resources. The clothing should be provided to those children whose special needs in this regard have been assessed to be greatest. Section 116.17 (g) of the Title I regulations states that:

> Each such project must be tailored to contribute particularly toward meeting one or more of the special educational needs of educationally deprived children and should not be designed merely to meet the needs of schools or of the student body at large in a school or in a specified grade in a school.

4. It has come to my attention that in a number of States project applications are being received involving greatly increased expenditures of Title I funds for clothing which, if approved, would jeopardize the basic nature of the Title I program. We are therefore considering what measures should be taken in this connection to assure the integrity of Title I as a compensatory *education* program for educationally deprived

children. In order to avoid breach of assurances given by State and local educational agencies in this regard, State agencies should not approve any increase over previous years in the proportion of any LEA's Title I expenditures attributable to clothing."

T. H. Bell
Acting U. S. Commissioner of Education

Copies to: State Title I Coordinators, ESEA

OCTOBER 5, 1970
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
ESEA TITLE I Program Guide #60B - DCE/OB

MEMORANDUM TO CHIEF STATE SCHOOL OFFICERS

"In paragraph 4 of Program Guide #60A, the Office of Education indicated that it was reviewing the use of Title I funds for clothing. This review considered the pattern of expenditures and numbers of children receiving clothing from Title I resources in the past. We have determined that the advice contained in paragraph 4 of Title I Program Guide #60A needs no longer be followed and that the data derived from this review may provide useful guidance for you in reviewing local project applications.

The data indicate that the range of the statewide average of per pupil expenditure was $1 to $29 for each child for whom clothing was provided. The national average per pupil expenditure for each child for whom clothing was provided was approximately $12. The number of children receiving clothing increased in 1969 by 126,000, from 165,000 in 1968 to 291,000 in 1969.

State educational agencies should consider these average per pupil expenditures for clothing and the increasing numbers of children who may need clothing.

Title I funds are limited and must be used to maximize the educational impact of the Title I program. The provision of clothing must be carefully evaluated in accordance with Program Guides #60 and #60A.

Each State educational agency must assure itself that these requirements are followed by careful monitoring of LEA programs.

T. H. Bell
Acting U. S. Commissioner of Education

Copies to: State Title I Coordinators, ESEA